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ABSTRACT

This book is the primary text for the Certified Camp Director Program and the Basic Camp Directors Course sponsored by the American Camping Association (Indiana). It provides an orientation for new and prospective camp directors and a quick reference for experienced camp directors. The book covers the following topics: (1) an historical overview of the tradition of camping and types of camps; (2) the camp director's job including administrative roles and responsibilities; (3) the purpose, goals, and objectives of the camp; (4) programming designed to meet the objectives of the camp, including an explanation of centralized and decentralized philosophies of camping; (5) staff recruitment and organization; (6) marketing and promotion; (7) camper recruitment and retention; (8) site and facility preparation; (9) risk-management program including record keeping and retention, accident/incident reports, determining local laws, and insurance; (10) staff orientation and training; (11) supervision of staff; (12) operation and supervision of program services; (13) central support services such as health, food, and transportation services; (14) evaluation and reporting; (15) business and finance, including budgeting, purchasing, and accounting systems; (16) volunteer and committee structures; and (17) professionalism of camping. Listed at the end of each chapter are references to the American Camping Association Standards for Day and Resident Camps and to the Self Assessment of Additional Professional Practices. Appendices include sample job descriptions, camping resource organizations, and resource books. (LP)

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Basic Camp Management

Revised 3rd Edition

Armand & Beverly Ball

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An Introduction to Camp Administration

Basic Camp Management

Revised 3rd Edition
Armand & Beverly Ball

An Introduction to Camp Administration
American Camping Association

Dedicated to

Kathy and Robin,
who found a love of people
and of the world outdoors
while growing up at camp.

The Staff of YMCA Camp Widjiwagan,
St. Paul, Minnesota,
1963-1974,
who will always
be a part of our lives.

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Introduction

The idea of the first edition of *Basic Camp Management* was to provide a manual for the very new camp director and to keep the volume short and simple. Two factors have influenced us in this third edition to expand the topics and material covered. One has been the growing complexity of the management of camps and conference centers. The second has been the continued use of the book as a text in college courses, where additional information needs to be provided. Hence, this volume is not quite as short and simple as we would like it to be.

In writing the book, we have used terms and forms that may not be as clear to the readers as to the authors. Here are some brief explanations.

The term, **camp**, has been used throughout as the comprehensive term describing all types of operations and can also be interpreted as a camp, conference center, or environmental education program. It may be a program utilizing a rented site, a site which rents facilities, or a site which encompasses its own program.

The term, **director**, is used to refer to the administrator of the camp, conference center, or program who is present on the site the majority of the time. (Although there are some organizations which operate multiple camps and may have an administrator in the central office who supervises several directors, this is not the most common pattern.)

The term, **operator or owner**, is used to designate the entity (whether an individual, a partnership, or an organization) which owns the operation. In some cases, the ownership involves the property and site, as well as the program operated on the site. In other cases, it involves only the program operated on a rented site.

Rather than using the term, **he**, as the universal gender denoting both male and female, we have used the rather awkward form, **he/she** (in the tradition of John Ledlie), to assure equal billing for the many female camp directors and staff members, as well as the numerous Mr. and Mrs. partnerships of directors and staff members in the field.

Listed at the end of each chapter are references to the American Camping Association's *Standards for Day and Resident Camps*, and the "Self Assessment of Additional Professional Practices" which accompanies that volume.

We hope that this edition will be a practical help to persons entering the field as well as the experienced director and will inspire "Better Camping For All."

Armand and Beverly Ball
Sanibel Island, Florida
May, 1990

CAMP EMERSON, MASS.



"... that a camp provides a group living experience with trained leaders who utilize that group and community experience and the outdoor surroundings to accomplish mental, physical, social, and spiritual goals ..."

The Tradition of Camping 1

"Camping is young and we must keep the experimental spirit of youth. We must grow and learn to grow . . . Let us be imaginative . . . Camping needs the imaginative, the picturesque, the romantic; needs it for its own attractiveness and for the sake of young America, for whom the imaginative will be the only enduring type of play . . . The . . . camp, if it is worthy, is one of the greatest socializing, humanizing, civilizing factors which can enter the life of a boy or girl."

Bernard S. Mason¹

Organized camping began in the United States of America; and, as Reynold Carlson has often said, it is one of the two unique contributions the United States of America has made to the rest of the world (the other being the concept of a national park system). To gain a better understanding of the growth of the organized camping movement during its first one hundred years, one should read Eleanor Eells' *History of Organized Camping: The First 100 Years*. But, it may be helpful to offer a brief summary of that history here as a background to the person who may be new to the field.

Historical Overview

The Beginnings

The first recorded organized camping experience occurred in 1861, when Frederick William Gunn, the headmaster of the Gunnery School for Boys, Washington, Connecticut, led a group of students on a forty mile trek to Milford on the Long Island Sound. After the two-day hike there, the boys camped out for ten days and then hiked back to the school. This experience was stimulated by the interest of youth at that time in the Civil War, and the encampments and campfires common to the soldiers of that day. A plaque commemorates that camp at Welch's Point near Milford. Mr. Gunn continued to offer such camping experiences until 1879.

In 1876, the first private independent camp was organized by a practicing physician in Wilkes-Barre, Pennsylvania, Dr. Joseph Rothrock. The camp was

1. Mason, Bernard S. *Camping and Education*. New York, N.Y.: McCall Company, 1930. pp. 246-48.

designed to improve the health of children and there was emphasis on physical fitness and health; the camp was short lived. In 1880, Camp Chocorua for boys, twelve to sixteen, was organized on Asquam Lake, New Hampshire by Ernest Balch. This camp continued for eight years and centered around sports activities and the actual daily living chores of cooking, cleaning, and dish washing. A decided spiritual emphasis was given to the camp. In both of these camps, fees were charged to cover the costs. These fees were however not very realistic because both camps closed with deficits.

The first organizational camp was founded in 1885 by Sumner F. Dudley as a YMCA camp near Newburg, New York. The camp, which bears his name, later moved to Lake Champlain near Westport, New York, and is the oldest continuously operating camp in the United States. The oldest camp continuously operating on the same site is Keewaydin Camps, operated by the Keewaydin Foundation, and founded as a private camp in 1894.

All of these camps were camps for boys; and, it was not until 1892 that a private camp, called Camp Arey, reserved a summer session for girls. By 1902 three camps exclusively for girls began (Kehonka in New Hampshire, Wyonegonic Camps and Pinelands Camps in Maine). This delay in camping for girls was due to some degree to the Victorian attitudes toward the place of young women in terms of dress, decorum, movement, careers, and education.

During this same period, organizational camping was moving rapidly with the development of Fresh Air Camps, designed to serve inner city youth, and camps sprang up in Connecticut (1886), Wisconsin (1887), New York City (1892) and Life Camps (1887). The YWCA had opened a vacation camp (Asbury Park, NJ) in 1874. The settlement houses sprang up during this period and established camps related to their urban centers (1898-1908, Boston, Pittsburgh, New York City, Chicago). A camp for handicapped children began in Chicago in 1899-1900. National youth organizations came into being in the early 1900's with their own camping programs: Camp Fire (1911), Girl Scouts (1912), and Boy Scouts (1910).

The camping throughout this period of history primarily focused on getting young people out of the city into a healthy, rural environment and provided recreational activities. However, much of the experience was related to the activities necessary to daily living (cooking, cleaning). The emphasis in boys' camps tended to place value on rugged outdoor living. The emphasis in girls' camps also included hiking and aquatics, with a great strength in the creative arts. There was a strong spiritual emphasis, often with Bible study, in most of the camps of this era. Moral or character development was a key element. Camps were often small during this period, quite rustic, and with much emphasis placed on small group living.

The emergence of national youth organizations and local social service organizations and the continued growth and success of the private independent camps stimulated growth of camps in a number of areas. Camps began to spread westward, with camps springing up in Pennsylvania, West Virginia, Illinois, Missouri and California. Local governments started camps in Los Angeles in 1914, Detroit in 1915, and Kansas City in 1920.

With the expansion of camps from around 1910 onward, a more open emphasis on the educational values of the camp experience is seen. Activities such as arts and crafts, music, and dancing were added to the curriculum. The progressive education movement began to make its philosophy felt during this period. The training of camp staff began to be accepted as a necessary part of camp planning. By the twenties, many camps were much more structured with greater emphasis on competition, awards, and scheduled activity. Teaching good character, spiritual attainment, and a good personality was stressed. Natural sciences became part of the instructional activities in many camps.

Professional Associations

During this period, camp directors began to meet together to discuss common problems and to learn from each other. A professional association for directors of boys' camps was begun in 1912 (Camp Directors Association of America) and by 1916 an association of directors of girls' camps emerged (National Association of Girls' Private Camps). These merged in 1924 into the Camp Directors Association, and published a new journal, *Camping*, in 1926. Concerns around health and safety were emerging and camping began to be taken more seriously as a profession such as teaching or social work. Conventions or training conferences began for camp directors during this period. It was also during this period that the concept of organized camping began to spread to other countries in Europe, Asia, and South America.

The emphasis on structured or regimented education began to lessen in the thirties as the White House Conference on Child Health and Protection, coming at the beginning of the Great Depression, focused camping's attention on youth and health. "One of the significant findings of that conference was the demand for an inclusive national organization to . . . articulate the needs and interests of the growing camping movement in the United States."² The next several years led to the reorganization of the Camp Director's Association (CDA) into the American Camping Association (ACA) with a representative structure involving locally operated sections based upon geographical boundaries. This organization began to evolve a set of health and safety standards. These health and safety standards eventually became the set of accreditation standards accepted throughout the United States. The American Camping Association remains today as the only professional organization for directors of all types of camps, and the nationally recognized accrediting body for all types of camps.

Camps Increase

Following World War II, there was a rapid expansion of camping paralleling the increased population of youth in the country. There was wide acceptance of camping as the appropriate summer experience for youth. The numbers of camps and campers expanded rapidly. As Nelson Wieters, then of George Williams

2. Eells, Eleanor, *History of Organized Camping: The First 100 Years*, Martinsville, Ind.: American Camping Association, 1986, p. 111.

College, pointed out, many camps began because of that broad acceptance and a ready marketplace, with generally global objectives while other camps began for very specific purposes, either philosophical or instructional in nature.³ The latter objective led to the specialty camp boom in the sixties. More and more questions were raised by parents and educators about the specific impact of the camping experience — in terms of character development, improvement of physical skills or spiritual growth.

School camping or outdoor education began to come into its own in the early forties, large programs were begun in Michigan under the auspices of the Kellogg Foundation, and in Tyler, Texas, and in San Diego. Though early efforts began in the early thirties, it was not until the fifties that rapid growth came about. Colleges and universities began teacher education programs in this field. The Outdoor Education Council of the American Association of Health, Physical Education, Recreation and Dance (AAPHERD) began during this period and gave leadership to much of the professional development in this field.

Camping for very specific spiritual objectives grew beyond camps sponsored by church bodies to interdenominational and non-denominational camps and conference settings, many privately operated. Out of this growing segment of camping, emerged Christian Camping International (CCI) in 1963, which initially required the signing of a statement of personal Christian faith for membership. The organization has expanded to include a variety of camping professionals and has its national offices in Wheaton, Illinois.

In the past twenty years, there has been a growth of experientially based outdoor education, primarily of an adventure and stress activity nature. The program accelerated greatly with the establishment of Outward Bound, an adventure program which began in England and spread to the United States and other countries. Variations of the outward bound methods have spread to use in many settings including work with youth-at-risk, adjudicated youth, and even business executives. In 1972, the Association for Experiential Education (AEE) began as a professional organization to bring together persons interested in this discipline.

Meanwhile, camping has spread around the world. It has been adopted by many governments as a device to serve youth. The Soviet Union boasts the largest number of camps of any one country and provides camping experiences for upwards of 45% of its youth on a partially subsidized basis. Soviet camps are sponsored by a variety of trade unions as well as the government's Young Pioneers, and are primarily recreational in nature. France provides a nationally subsidized program of camping for its youth. There are camping associations in at least eight countries; and, under the auspices of the Canadian Camping Association and the American Camping Association, three international events have been held. In 1987, an International Camping Fellowship was organized to provide information sharing among individuals interested in international education and exchange.

3. Ibid, pp. 122-123

Types of Camps

Camps are almost as varied as people; but, basically, there are two types of camps: day and resident. The day camp operates only during a portion of the day, typically morning and afternoon, usually for five successive days of the week, Monday through Friday. However, there are day camps which operate only three days a week, others which operate in the evening hours, and many which include at least one overnight residential experience as part of their camp period. Resident camps are those which bring participants to a setting in which housing is provided for a period of days. The typical resident camp provides meals, lodging, and recreational facilities, with some resident staff. However, the resident camp experience may also take the form of travel or trip camping, in which the housing may be tents, shelters, or hotels and motels and the campers move every day. The camp period may extend from three to sixty days.

Camps may be operated with paid or volunteer staff, or a combination thereof. Camps may operate twelve months a year, involving not only a more typical summer camp experience, but school camping, conference groups, retreat groups, and adult education groups. Camps may be a program operated only by a given group for one or two weeks a year. Camps may serve youth, adults, senior adults, or families.

Camps are generally recognized as for-profit or not-for-profit. The for-profit camp, more often called a private independent camp, may be operated by an individual, partners, or a corporation to return a profit to the owner, including some return on the capital investment made in property and facilities. The private independent camp has most often offered longer sessions (three to eight weeks) than the not-for-profit camp, though many have changed to shorter sessions in recent years.

The not-for-profit camp may be operated by an organization such as the YMCA, Girl Scouts, a settlement house, a health-related association, a religious entity, or government body, such as park and recreation department or 4-H, or by a private tax exempt corporation. In all of these cases, the camp has a tax exemption under article 501 (c) (3) of the federal tax code or is operated by a governmental body. In the last two decades, a number of private independent camps have organized a not-for-profit corporation, secured 501 (c) (3) status from the federal government, and turned the property and operation over to the corporation in order to preserve the camp for the future. Not-for-profit camps have tended to have shorter sessions (one or two weeks) than have private independent camps, though there are such camps which offer four or eight week sessions. Some directors of non-profit camps eventually find the resources to start their own private independent camp.

The goals of many not-for-profit camps and private independent camps are parallel. The facilities in some not-for-profit camps may, in fact, be more expensive than in some private camps, because they have the advantage of securing tax deductible contributions for that purpose. The private independent camp generally charges higher fees for many reasons including the need to recover income from the capital investment made by private parties as well as being subject to many

taxes not-for-profit camps do not have to pay. Therefore, the clientele tends to come from a socioeconomic level that can pay such fees. However, many such camps provide camperships for those who cannot pay; and, on the other hand, many not-for-profit camps charge significant fees and serve a similar clientele.

There is really little difference between not-for-profit and private independent camps. As indicated above, there are a few generalizations that can be made about one type of camp or the other — in terms of wages, clientele, program, goals and objectives, and facilities. In both cases, it is essential that the camp director earn a decent living. The director in the non-profit camp and in some private independent camps receives a set salary. In some private independent camps, the director receives a portion of the profit (if any) as salary.

One of the growing complexities of the camp world is the continued growth of camps serving a variety of uses and audiences. Many camps operate twelve months a year, a portion of which is the more traditional camp experience and the other portion in the role of conference center. On the other hand, there are camps which operate no conferences, and conference centers which operate no camps. Most of the principles in the management of a camp and a conference center are the same. This text identifies some of the differences wherever possible.

What is Camping?

The early camps were primarily directed toward getting youth out of the city into a healthy and moral environment, and little energy went into defining a camp. By 1929, a special committee of the New York Section of the Camp Directors Association, reported the essential functions of the camp as being:

“education for:

Physical health,

Emotional integration,

An understanding of primitive processes,

Enlightened social participation,

The acquisition of tastes and appreciations, and

Spiritual growth.”⁴

The “primitive processes” referred to outdoor experiences.

By the late forties, Hedley S. Dimock identified that the

“characteristic elements, blended together in the right proportion, of an organized camp included: (1) persons, (2) outdoor life, (3) living in groups, (4) a camp community, and (5) leadership and conditions designed to satisfy personal needs and interests, and to stimulate wholesome personal, social and spiritual development.”⁵

He goes on to underline the importance of experiences that are “indigenous to group living in the out-of-door setting.”

4. Lehman, Eugene H., Ed. *Camps and Camping*. New York, N.Y.: American Sports Publishing Co. 1929. p. 18.

5. Dimock, Hedley S., Ed. *Administration of the Modern Camp*. New York, N.Y.: Association Press. 1948. p. 22.

The American Camping Association offers as its definition:

"... A sustained experience which provides a creative, recreational and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of the natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth."⁶

With all of the words which have flowed from experts, it is still difficult to draw narrow lines around what a camp is and what a camp is not. There is substantial support for the basis that a camp provides a group living experience, with trained leaders who facilitate that group and community experience and utilize the outdoor surroundings to accomplish the mental, physical, social and spiritual goals of the sponsoring body or owner.

As Bernard Mason suggests in the opening head of this chapter, camps must be imaginative to be able to interest individuals in this type experience. Camps as an organizational force have not always been the best source of interpreting the value and meaning of the camp to the general public, but have more often relied upon the voice of those who have experienced it to propagate the camp.

The commonalities among all types of camps, resident or day, private independent or not-for-profit, are far greater than the differences. This is easily discovered where the directors of camps take the opportunity to sit down together and get to know each other, and get beyond labels, terminology, and preconceptions. Regardless of the type of camp and program, the similarities bind camps together because they all work for an ultimate educational experience for each camper.

6. American Camping Association. *Standards for Day and Resident Camps: the Accreditation Programs of the American Camping Association*. Martinsville, Ind.: American Camping Association. 1984. p. 9.

CAMP OWEGO, PA.



What Is the Camp Director's Job?

2

"The philosophy under which a camp functions, the morale of staff and counselors, the contributions the camp makes to the lives of youngsters, the adequacy of physical equipment—All are a reflection of the insight, character, and competency of the camp director . . . His/Her executive ability, together with . . . sense and appreciation of justice, needs to be at a high level . . . He/She needs insight, a world of patience, physical stamina, and ability to command the respect as well as the friendship of those associated with him/her in the camping enterprise."

John A. Ledlie¹

If one were to line up ten experienced camp directors and ask them what the job of a camp director is, one would probably get ten different answers. To survive, a camp director must possess a smattering of many skills and must combine many roles: cook, bookkeeper, plumber, minister, teacher, nurse, electrician, mechanic, salesperson, lawyer, politician, corporate executive, naturalist, and eternal optimist. Every camp director will discover new dimensions to the job each summer.

Job Description

A new camp director's first task, if a thorough job description is not supplied, should be to develop one in consultation with various people at the particular camp. Each camp owner will have different expectations. For example, in one camp, the bookkeeping may be handled entirely by a centralized organization office while, in another, the bookkeeping may be part of the director's job. A summer day camp director's duties and concerns will differ from those of a year-round residential camp director. Therefore it is difficult to outline a model job description for a camp director.

However, there are aspects of the job in any camp which are somewhat uniform and require specific duties depending upon the administrative situation. A camp director's job is to:

1. Ledlie, John A. *Managing the YMCA Camp*. New York, N.Y.: Association Press, 1961. pp. 80-81.

1. Develop and implement the purpose, goals and objectives of the camp
2. Determine the constituencies to be served by the camp
3. Design a program based upon the goals and objectives, and various constituencies to be served
4. Develop and implement a risk management system to protect the participants, the camp, and the staff
5. Develop and implement a marketing plan for the camp and recruit participants
6. Design and implement a staff organization based upon the program and constituencies, developing job descriptions and personnel policies
7. Design and implement a plan for the development and maintenance of the camp site and facilities
8. Develop and implement a health care plan which provides for the health and safety of the campers and staff
9. Develop and implement a nutritious and sanitary food service program
10. Develop and implement a safe transportation system to meet the needs of program, maintenance, and safety
11. Design a financial development program which not only includes fundraising, but also a sound budget plan which is monitored regularly
12. Recruit and train staff
13. Develop and implement a system of evaluation of program and staff
14. Develop a system of supervision of all elements of the camp operation, with particular attention to the program and the participants
15. Maintain relationships with the local community near the camp and the broader community served by the camp
16. Maintain the director's own professional growth through study, peer relationships, and conferences.

For Non-profit Camps Only

17. Serve as staff to the managing board or committee, working to ensure the strongest, most effective board/committee possible, and carefully help that group define the philosophy and policies governing the operation.

Once a job description is created, it is vital for a new director to have a clear understanding with his/her supervisor as to the priorities of the job. All things are not possible immediately, so the supervisor's expectations need to be clarified. The plan of work for the upcoming months should reflect both the priorities of the supervisor or the camp owner and those of the camp director.

Overall Approach to the Job

Beyond asking what the job is, it may be more important for the new director to determine what kind of director he/she wishes to be. The attitude with which a director begins work may well affect his/her ultimate job performance. What kind of camp director do you wish to be? Only careful thought can prevent the new director from being cast in stereotypic roles like the following ones.

Joe Doer. He is the only one who knows how a thing is to be done and, consequently, he does *everything*. Others may assist him, but ultimately, he must be in the forefront and *do it*.

Jerry Delegator. He delegates everything. Everyone else does the work; he simply makes assignments and gives out gold stars.

Happy Mary. She wants to make everyone happy and cannot operate if anyone is unhappy with her or does not like her decisions.

Mike Fix-It. He loves to fix anything that goes wrong — plumbing, locks, typewriters, motors, cars. He leaves the program and other areas of camp to the rest of the staff.

Alice Waterfront. She was always a great swimmer and directed waterfront when a camp staff member. You will always find her at the waterfront; she personally plans the water carnival.

Uncle Henry. He is the father figure of camp — everyone calls him “Uncle”; he loves to sit by the fireplace and spin tales or ride the little boys on his shoulders.

Office Sam. He spends all day in the camp office, signing checks and letters, and writing parents. He lets the program directors walk over camp and check on activities, the kitchen or the health service. You know where to find him anytime you need him — behind his desk.

Easy Millie. What do *you* want to do? The decision is *yours*. Do it in whatever way you would like. Any way suits her, and she seldom expresses an opinion.

Bossy Mac. He will tell you how to do it. He makes the ultimate decision on anything in camp — from where the hiking trip is going to when camp is having roast beef. There is no question as to who is *boss*.

Hopefully, you will not be any *one* of these directors, but they do exist.

Administrative Roles

The camp director is an administrator and needs a clear understanding of the principles of administration which shape the day-to-day jobs that are encountered. Here are some of those principles:

1. Developing goals and objectives. This will be discussed more in detail in Chapter 3.
2. Planning — This is a matter of securing facts about the present operation, looking ahead to what is predictable based on those facts, and examining the unusual or unpredictable events that could occur. With this information a plan for action is developed.
3. Organizing — One can't do everything simultaneously, even if one had the time. The plan is broken into units of work, and delegated to persons who are given clear tasks and time tables, with adequate physical support and supervision.
4. Resource development and management — This means pulling together anything that is needed to accomplish the plan you have organized: people, materials, and finances. It also involves maintaining those resources for the

future whether it is land, buildings, staff, campers or contributors. This will probably be the most time consuming of the administrative roles.

5. Directing — Once the plan is in place, delegated to people with adequate resources, the administrator must become the overall resource for keeping the plan on course. This involves consultation, supervision, communication coordination, and decision making. An aspect of directing is the control of the overall plan, to make sure the goals and objectives are being met. This is where the day-to-day supervision comes into play.
6. Evaluating — This is actually the first step in beginning over, for here you examine whether goals and objectives were met, whether there need to be adjustments in the goals and objectives another time, and where to begin again. In the non-profit camp, one aspect of evaluation is reporting to the board/committee and the constituency of the organization.

The camp director must gain skills in each of these administrative areas. It is far more important that these skills be mastered than that he/she become certified in aquatic skills, learn medical information or be an expert in building repair. The director is a manager and management is complex and demanding, but is built upon being a generalist in a community of specialists and generalists.

Camp as a Community

One of the unique aspects of administration in the camp setting is that the camp is a community. Hedley S. Dimock points out that:

"... the camp community possesses most of the elements of a normal community, but in a simplified form. Here may be found the functions of government, home, health, employment, recreation and religion. Because of the relative simplicity and immediacy of the camp community, these basic functions can be concretely visualized, participated in, and shared by the camper. Here, further, may be found in concrete, visible, and manageable form the inner and informal aspects of community life — common purposes and aspirations, traditions, customs, cohesiveness, and control."²

Though many businesses or institutions develop a sense of family in their employees, the opportunity for developing a community relationship does not exist. This can be a distinct advantage of the camp setting and experience. However, it can also create problems and tensions for the camp administrator that would not ordinarily be met in other situations. Building on the sense of community can have great educational benefits, as well as developing the sort of relationships and loyalty that endure for many years.

In this context one of the primary tasks of the camp director is to be an enabler. In her book, *Social Group Work: A Helping Process*,³ Gisela Konopka characterizes the leadership role as one of enabling, of trying to discover the way in which

2. Dimock, Hedley S. *Administration of the Modern Camp*. New York, N.Y.: Association Press, 1948. p. 29

3. Konopka, Gisela. *Social Group Work: A Helping Hand*. Englewood Cliffs, N.J.: Prentice Hall, 1983

one can enable others to achieve their best performance. To be an enabler, one has consciously to outline the goals an individual wishes to attain and to analyze that individual's abilities and capacity to reach those goals. Where a person's abilities are inadequate for the task, what can one do to help that person accomplish that task?

To be an enabler, one must have confidence in what the person can do or become. Often, one must look beyond an individual's immediate abilities or failures to see his/her potential for future accomplishments. The effective enabler sees potential and seeks to provide opportunities for the individual to grow and fulfill that potential. Such an approach to leadership will necessarily cause some disappointments but may also provide many moments of shared pleasure.

Ultimate Responsibility

There are some aspects of camp life for which the director can not escape responsibility. These are *ultimate* responsibilities which belong only to the director:

- Maintaining the goals and objectives and camp policies
- Setting the standards for operation and health and safety
- Relating to the committee or board, if there is one
- Handling legal obligations
- Protecting the investment in property
- Managing the bottom line financially

To make sure that these ultimate responsibilities are met, the camp director must understand the basics of every area of camp life. He/she must observe these areas firsthand at regular intervals and use check points to help evaluate performance. The supervision of areas in which the director has expertise can easily be delegated and checked on informally. Areas in which the director has little experience require not only employment of persons with skills and experience in those areas, but also close supervision from the director until he/she is sure that the essentials are being covered.

Certainly the camp director should enjoy his/her job and should find portions of the job to be fulfilling. If a director is skilled in a particular area, there is no reason why he/she should not utilize those skills as long as he/she does not neglect the director's ultimate responsibilities. On the other hand, if staff and campers are to feel that all parts of the camp program are equally valid, the director must exhibit an understanding and appreciation of all areas of camp life.

A camp director, by the very nature of his/her responsibilities, cannot readily avoid being the key person in camp. However much work may be delegated or responsibility shared, the director will remain a primary figure in camp life. To be such a dominant figure is not necessarily undesirable, but the ultimate effect of such dominance will depend on the role the director takes on and how well he/she enables other staff to fulfill their greatest potential.



"The learning experience of living in a group of one's peers provides opportunities for teachable moments not easily encountered elsewhere."

What Is Camp All About? 3

"In no other educational enterprise can the child have such continuous exposure to approved leadership, experience living closely with a small group of people where qualities of cooperation and consideration for others are the type of behavior that pays off, and be exposed to young adults who serve as models for the development of positive ideas and attitudes."

Alice Van Krevelen¹

After gaining a clear notion of the requirements of his/her new job, a director's next step should be to learn as much about the current operation of the camp as possible and, particularly, about the camp's purpose and objectives. Though not necessarily recent or accurate, old camp literature can give a clue to the expectation of the parents of previous campers and, hopefully, to the intentions of previous administrators.

Generic Values of Camping

It will also be helpful to review the literature in the camping field as to how others perceive the value of the camping experience. The lists you encounter will be varied and idealistic as camp directors tend to be idealistic persons. There are several values that you will find on almost anyone's list.

- Understanding the outdoor environment. The environment of camp being the out-of-doors should be a key factor in determining program and objectives. This is one of the distinctives of the camp experience, and youngsters have too few opportunities to learn about the natural world.
- A group living experience. The learning experience of living in a group of one's peers provides opportunities for teachable moments not easily encountered elsewhere.
- Fun. Camp should be fun. Play is a natural growing experience of children and a lifelong need of adults. Gaining leisure skills and attitudes that can be used throughout life is a valuable experience.

1. Van Krevelen, Alice. "Camp as a Fresh Start." *Camping Magazine* 51:3 February, 1979. p.9.

To these, Betty Lyle would add:

- Experience in democracy.
"With campers from various backgrounds, children may for the first time have an opportunity to live in a really democratic community . . ."
- Participation in program.
". . . related to the interests and needs of the camper" and "campers must have an active share in planning what the camp life and program shall be."
- Understanding and guidance.
"The relationship with a counselor is a new kind of relationship with an adult for most campers . . . a good counselor (is) one who likes his campers, understands them as individuals, helps, suggests, listens, guides."²

Reynold E. Carlson would add to that list:

- Experiencing individual growth and development.
"Camp should offer children a chance to discover their own potentialities, to exercise their personal initiative, and to earn respect for what they do as individuals."
- Practicing health and safety.
". . . practicing . . . good personal health habits . . . (and) practicing rather than talking about health and safety."
- Developing new skills and interests and perfecting old ones.
"Many of the camp activities have a high carry over value into later years."
- Developing spiritual meanings and values.
"Many of these insights are caught as well as taught."³

James C. Stone, in a 1986 study, found that "campers made a statistically significant gain overall, and increases in the following characteristics:

- Responsibility — Skill in being accountable for one's own behavior.
- Decision-making — Skill in thinking for one's self.
- Self-concept — Skill in getting along with others.
- Interpersonal relations — Skill in making friends and being accepted.
- Citizenship — Skill in respecting the rights of others.
- Environmental concern — Skill in appreciating one's natural surroundings."⁴

Camps and Conferences

As more and more camps have moved from a three-month operation to a nine-month to twelve-month operation, the line has blurred between two types of outdoor experiences which have been considered quite different in the past: the camp and the conference center. Traditionally, the summer camp served youth and

2. Lyle, Betty. *Camping What Is It?* Martinsville, Ind.: American Camping Association, 1947. pp. 4-5.
3. Carlson, Reynold. *The Values of Camping*. Martinsville, Ind.: American Camping Association, 1975. p. 4.
4. Stone, James C. "Kids Learn Responsibility." *Camping Magazine* 59:1 September-October, 1986, p. 21.

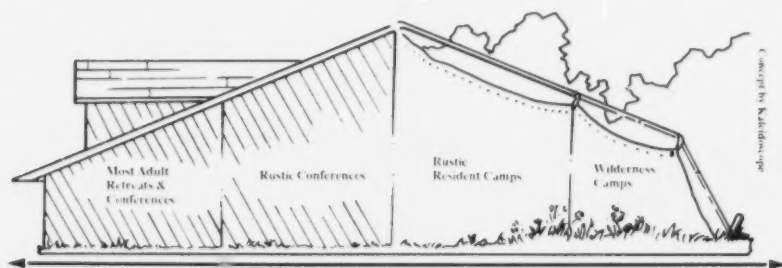
the summer conference center provided facilities, staff, and sometimes program for kindred type groups. As both types of facilities winterized and upgraded facilities, they began to move beyond the summer months and the types of uses became more similar than different. Even many day camps have moved to provide picnic and party services on weekends and before and after the summer season.

Today, it is more and more difficult to draw a clear line of demarcation between camps and conference centers. Though it will always be easy to distinguish between the wilderness camp with outdoor shelters and cooking areas from the sophisticated hotel-type facility of the large conference center, it is much more difficult to distinguish between many other facilities which may carry on both types of programs on the same property. In fact, many of the goals and objectives may be the same or similar.

At some point in the near future there should be an attempt to develop terms which will clarify differences and also be accepted in common usage. Perhaps it is wiser to dwell on the commonalities rather than the differences. Kathleen M. Trotter has come closest to illustrating the difference in the concept by Kaleidoscope in *Illustration 3.1*.

Illustration 3.1

Both camps and conference retreat centers offer opportunities for holistic growth for youth and adults. However, they differ in their relationship to the out-of-doors and the role played by facilities and services.



Indoor Focus/Outdoor Release

- 'Home-like' comfort and convenience prevent distraction of learning
- Personal, private space helps facilitate comfort, study and reflection
- Learning usually begins conceptually and then is applied 'experientially.'

Outdoor Focus/Indoor Release

- Rustic accommodations help teach simplicity and creativity
- The out-of-doors becomes a focal point of the curriculum
- Facilities and activities are designed to foster community participation and group interdependence
- Learning usually begins experientially, then is conceptualized

As a camp develops its statement of purpose, and subsequent goals and objectives, it may be well to clarify two types of foci in the camp. Ms. Trotter suggests the following language:

"All of us as camp and conference center leaders strive to positively influence our clients in holistic ways so that they leave healthier, stronger, more skilled and mature. Some of us facilitate this process by designing *educational activities* for our campers or guests.

Others among us provide the context for the experience by creating comfortable, caring *residential environments* that free campers/guests to fully engage in learning and growth.

Regardless of the focus, the very nature of our enterprise calls for two essential ingredients: some kind of structured experience, usually called a *program*, and the group living accommodations which can be referred to as *hospitality services*. Neither of these is dispensable if we are to truly accomplish our mission."⁵

A camp or conference center may offer hospitality services as well as a program which includes hospitality services. Both may contribute to the overall purpose of the camp. However, there may be more specific goals and objectives which deal separately with each of these foci. As long as both methods are a conscious part of the purpose, there should be few problems that can not be worked through. However, to slip into one or the other for expediency purposes (numbers, dollars, etc.) without being part of the purpose of the camp can only lead to severe problems in setting priorities and serving clientele.

A Specific Purpose Statement for Camp

All of these values aside, a camp still has to determine for itself which of these values the camp will concentrate on as its overall purpose with specific goals. A definition of the purpose, goals and objectives of the camp is the starting point.

Purpose

The **purpose** states the essential reason for the camp's existence and may not necessarily be measured easily. For example:

"The principal purpose is to help young people of all backgrounds to grow into responsible maturity through the application of Christian principles by affording each camper the opportunity to gain a deeper understanding of himself and his relationship to God and his fellow man in a setting of wilderness adventure."⁶

A purpose which might combine both the hospitality services and program functions could be:

The mission of camp is to provide a pastoral setting for group living where people can design program to meet their group's needs and to provide a regular opportunity for youth to gain a deeper understanding of their relationships to their fellow man, and their natural environment.

5. Trotter, Kathleen M. "Getting Out of the 90-Day Mentality." *Camping Magazine* 61:7 May, 1989. pp. 28-29.

6. *Staff Manual*. Camp Widjiwagan Branch, YMCA, St. Paul, Minn.

Goals

The **goals** are more precise statements which more clearly define the purpose in terms of specific things to accomplish in the lives of the campers. Here are some examples of goals relating to the first purpose stated above:

1. To develop an awareness of one's self
2. To develop an awareness of one's natural environment
3. To develop an awareness of one's spiritual dimension.

Objectives

The **objectives** are the ways in which you measure the accomplishment of the goal. These are specific experiences or measurable attainments on the part of the camper which contribute to the achievement of the overall goal. Here are some examples relating to the previously stated goals:

1. The camper as a member of the group has accepted and attempted to carry out his/her idea for an activity or project.
2. The camper has followed good conservation practices in removing his/her tent and cleaning up at the campsite.
3. The camper has expressed himself/herself about God in small group discussions.

Developing Statements of Purpose

The general overriding purpose or statement of being should be broken into several specific goals which speak to specific expressions of the purpose, the achievement of which can be measured by a camper's accomplishment of measurable objectives under each goal.

You may find only one or two of many written down. Perhaps an overriding purpose or some specific goals may have been defined by previous directors. These may not be written in specific documents but may be discovered in a number of different places:

1. In camp brochures
2. In previous minutes, if the camp is operated by a board or committee
3. In the articles of incorporation, if the camp is incorporated
4. In conversation with a previous director or staff or with the executive of the organization
5. In reports from previous summers.

A director of a private independent camp may not have a board, and therefore written statements may more often be found in brochures or staff manuals. Though the independent camp has greater latitude to change philosophy and stated purpose and goals more readily than organizational type camps, it is no less important that careful thought and consideration be given to developing new statements of purpose. To simply change the program activities and staff of a camp newly acquired without carefully tying them to a written statement of purpose and goals

can lead to considerable confusion on the part of staff and parents of campers. Though the approval of the camp's purpose and goals does not follow the time consuming process of boards and committees, it is no less important in the private independent camp.

When one has collected statements of these purposes, goals, and/or objectives (whether verbal or written), the director may find it useful to write them out as clearly as possible and then to examine them carefully. He/she should examine them for clarity, appropriateness to current community patterns and attitudes, and to the operator's expectations. He/she should examine these statements with his/her supervisor to see if that person interprets these goals in a similar fashion. If possible, the director should also examine them with an operating committee or board, the executive committee or other small responsible group from the board.

When he/she clearly understands the stated purposes and objectives as they were defined in the past and as they are now perceived by the operator (committee, board, executive), the camp director should determine if there are any parts of the purpose, goals, or objectives which are in conflict with his/her own personal philosophy. Regardless, it is wise for the new camp director to operate under the stated purpose for at least one summer before making or suggesting any significant changes. Operation is a test of the validity and relevance of a camp's purpose/goals. One should never hesitate, however, to seek clarification of the meaning of purpose or objectives.

If there is a major philosophical difference between the camp director's philosophy and that of the operator, it is well to discuss it with one's supervisor and, ultimately, with the operating committee/board. One should not expect an operator to change the philosophy of operation with the arrival of each new camp director and such changes should really come only after experiences in operation or the marketplace can be used to document need for change.

Though a purpose may remain vague or idealized, the objectives should be stated in specific terms which provide measurable targets for staff. In terms of training staff, and measuring progress, it is helpful to align specific experiences/methods with each objective. For example:

Objective

Camper performs at least three physical skills which he/she could not previously perform or performs them at a higher level than upon arrival at camp.

Experience

Method

- | | |
|--|--|
| a. Instruction of skills in indigenous program areas at beginning and intermediate level: <ul style="list-style-type: none">• outdoor living skills• aquatic skills• archery — target and field• arts and crafts• nature lore• horseback riding | Instructional method emphasizes problem solving and learning of skills while using them. |
| b. Instruction of skills in indigenous program areas at advanced level in above areas. | Campers guided by counselor to identify own skill-learning needs when planning individual or group activities. |
| c. Individual choice of daily free period activities. | All staff capable of instruction through intermediate level. |

Checkpoints

1. Do you have a written statement of the camp's purpose and objectives?
2. Have you tested the purpose, goals, and objectives with the operator (supervisor or committee or board)?

Related Standards and Regulations

1. Standards: D-1,2,3,4,5
2. Regulations: Only those which may apply to the 501 (c) (3) status with the Internal Revenue Service (tax exempt status)

CAMP TAWINGO, CANADA



"... a camp's program is everthing that happens in the camp ..."

Where Does Program Begin? 4

"Camp should always be a place where (persons) grow. In the shadowy forest and under the changeless stars, even a child can sense mystery and become aware of a larger world than she ever dreamed of in the sheltered confines of home.

*'Sky be my depth
Wind be my width and height;
World, my heart's span
Loneliness, wings for my flight.'*

Nowhere is it more natural to enter into a spirit of wonder and worship than it is at camp. The handiwork of the Creator in its infinite variety is everywhere manifest."

Mary S. Edgar¹

New camp directors are generally most interested in the actual program of a camp and find their greatest initial satisfaction in the day-to-day relationship with campers and staff. Therefore, a new camp director's program plan may initially be more clearly defined than his/her camp philosophy or purpose and objectives. Yet, a camp's program is everything that happens in the camp — from brushing teeth in the morning right on through cabin cleanup and meals, to sleep in the evening.

The essence of the organized camp experience is that it places campers in a new living situation which is somewhat removed from their normal one (home, school, neighborhood). The resident camp provides an opportunity to make this a continuous living experience, thereby creating a situation in which the camper relies largely upon himself/herself and his/her peers to cope with that new milieu. The day camp provides an opportunity for the youngster to deal with that new milieu for shorter periods and to return to his/her normal environment daily to test experiences against it. Both settings are of value for particular children; their value is difficult to duplicate in any other type of educational or recreational pattern.

To approach this setting with ideas about program activities or function but without a clear statement of the camp's purpose and objectives may provide a good time for campers, but may meet neither the expectations of parents nor those of the operator. In other words, the program should be designed to meet the objectives of

1. Edgar, Mary S. "Lasting Legacies for Campers." Canadian Camping Association Magazine, Summer 1973. Toronto, Ontario, Canada.

the camp; this does not imply that it is possible to meet all the objectives in a measurable, successful manner in one's first year as a camp's director. However, an operation which does not take these objectives into account may create dissatisfaction on the part of the operator or community and may affect the funding for the camp in terms of enrollment and organizational support.

Hedley S. Dimock put it simply:

*"The process of living together in groups out of doors is the major content of the camp 'curriculum' — not discussion, instruction, training, or recreation imported into the outdoor setting."*²

Camp program and objectives vary widely. For example, there is a considerable difference between the two programs illustrated below and between the objectives out of which they grow.

Objective 1

To help campers develop competitive sports skills satisfactory enough to qualify for teams.

Program Targets for Objective 1

- To have the camper choose a sport in which to participate.
- To test the camper's initial skill in that sport.
- To provide coaching and practice for the camper in skills in that sport.
- To test the camper's skills and/or participation following the coaching or practice.

Objective 2

To help campers gain a sense of responsibility in group living.

Program Targets for Objective 2

- Observe the points at which the camper assumes responsibility in the living unit and daily activities.
- To help the living group plan daily activities and carry out specific responsibilities for the accomplishment of that plan.
- To spend time with each camper and in the group discussing who has fulfilled responsibilities.

Obviously, both types of objectives are legitimate, depending upon the needs and interests of the child, the expectations of the child's parents, and the purpose of the camp. However, different objectives will lead staff members to different types of program development and scheduling. Thus, it is crucial for the director and staff to share clearly agreed upon objectives before program planning begins.

A camp program can meet a variety of objectives, but it can do so effectively only if the program approach and schedule reflect the goals and purpose of the program set by the owner or director and incorporate some specific targets by which progress toward these goals can be measured.

2. Dimock, Hedley S. *Administration of the Modern Camp*. New York, N.Y.: Association Press, 1948. p. 22.

Centralized and Decentralized Philosophies

Over the years, two different philosophies, **centralized** and **decentralized**, have been identified with camp programs. Under a **centralized** program philosophy, activities are planned by a broad representation of the camp (whether staff or camper/staff) and scheduled so that campers may participate in activities of their choice and return to the living group only for special events, sleeping, and sometimes eating. The emphasis in this type of camp philosophy tends to be on a variety of activities and on all-camp activities or unit activities by age group.

On the other hand, under a **decentralized** program philosophy, activities are planned by the individual living group, utilizing the group work process. The group joins the larger camp community only for special events, common meals and primary services (health services, supplies). The emphasis here tends to be on the group relationships and on developing independence from the larger camp community, even to the preparation of certain meals. In this programming, most scheduling is done within the living group. The central program personnel are consulted particularly as it affects the use of central facilities or staff, or the plan of one living group impinging on another.

Naturally, it is possible to combine the two philosophies. In many cases the camper's day is divided between centralized activities and activities within the living group. This pattern can move anywhere on the spectrum between totally decentralized and centralized, depending on the philosophy, facilities and staff of the camp. A comparison of three approaches is given in *Illustration 4.1*.

Finding one's position along these philosophical lines takes a bit of thought and experience. The place to begin is with the camp's stated objectives, the camp director's targets, the facility, and type of staff one has. In looking at these together,

Illustration 4.1

Sample Centralized/Decentralized/Combination Programs		
Centralized	Decentralized	Combination
7:30am Arise	8:00am Breakfast	7:30am Arise
8:00am Flag raising		8:00am Breakfast
8:15am Breakfast	Activities that have been planned by living groups, which may include cabin cleanup, some program activity and lunch as a group or in central dining hall; some restful activity/time	Cabin cleanup
8:15am Cabin cleanup		9:00am Individual choice of activities for 1 hour period
9:30am Activity Period 1		10:00am Same as above
10:45am Activity Period 2		11:00am Same as above
12:30pm Lunch	12:30pm Lunch	12:30pm Lunch
Rest period	Rest Period	Rest period
2:15pm Activity Period 3	Activities planned by living groups	2:15pm Activities planned by living groups
3:30pm Activity Period 4		6:00pm Dinner
4:45pm Open swim	6:00pm Dinner	7:00pm Free time
Other open activities		8:00pm All-camp planned evening program or living group activity
6:00pm Dinner	Activities in living groups or units; occasional all-camp activity	9:30pm Taps
7:00pm Free time		
8:00pm Evening program		
9:30pm Taps		

it is possible to examine several different utilizations of the philosophies and see which one can possibly meet the targets in the most effective manner. With experimentation from summer to summer, one can soon reach the philosophy that seems to be most effective in that particular camp.

Progression

Unless the camp serves a very narrow age range, it is important to consider the campers' need to progress within various program activities. Campers receive considerable satisfaction from being able to move to the more advanced level of an activity because they have achieved a certain proficiency in that area. Obviously, a camper, upon reaching adolescence, is less likely to return if the program activities in which he/she participated as a younger camper are the same as in which he/she will participate as an older camper. Therefore, the possibility of advancement or progress in various activities should be apparent early in the camper's experience so that it can become a long term goal.

In a time when campers often start a day camp experience during preschool years and resident camp at age six or seven, the desire to move on to a different experience or more advanced level surfaces much earlier than adolescence. The wise camp director will study the entire program with this goal in mind or find a sister camp to provide the next challenge.

Other Factors

The location of living areas and physical facilities will influence one's ability to operate fully on either a centralized or decentralized basis. Though it is possible to make certain adjustments, the physical layout of the camp does have to be considered early in program planning. For example, a dormitory arrangement which has several camper groups occupying the same building makes it somewhat difficult to operate a truly decentralized program.

Consideration must also be given to the age of the campers served by the camp. The choice of program activities or emphases as well as the level of instruction or skill will depend, to a large degree, on the ages of the campers to be served.

To ignore the needs and interests of the clientele, or potential clientele, of a camp can make all questions about camp objectives irrelevant. Though some parents still send their children to camp, today's camper has more to say about going to camp or the type of camp to which he/she goes than have campers in the past. This is particularly true of returning campers who may be looking for new experiences or skills.

In designing program objectives and activities, the director needs to give thought to how such interests may be discovered prior to the planning of program and the hiring of staff. Interest finders or visits with groups of campers can be helpful; also, listening to campers during one summer will often give a camp director clues for the next season.

The sex composition of the camper community will also influence program considerations or emphases; a coed camper community will require additional

approaches to program philosophy. Some camps develop separate camps for each sex and run parallel programs with occasional social events. Other camps operate separate units where much of the activity program is carried on separately, but meals, evening programs, and free time activities are scheduled jointly. A number of camps house both sexes of the same age in separate cabins, and develop all program activities on a jointly planned basis.

Checkpoints

1. What are your program targets under each of your camp's objectives?
2. In what ways do the facilities and setting dictate a certain approach to the operation of program? List and identify.
3. Test the application of both a centralized and decentralized approach to a number of your program targets.
4. Test a combination of the centralized and decentralized approaches in the same manner.
5. When you have found the approach that seems most easily to meet the targets you develop in number one, try to detail this approach on paper.
6. Test this on other persons (former staff, board members) familiar with the camp's program, facilities, and objectives.

Related Standards

1. Standards: D-1, 2, 3, 4, 5
2. Self-Assessment Document: Items 32-38

CAMP BUCKET, MASS



"The quality of the camp staff is of the greatest importance in the successful operation of camp program."

Staff Recruitment and Organization

5

"The quality of the camp staff is of the greatest importance in the successful operation of a camp program. Comparisons of the relative success that different camps have with their programs show that the physical factors, such as size, layout, buildings, and equipment, are also important. But camps with similar or comparable facilities vary considerably in the quality of their programs. The differences are largely explainable by the variations in the ability of the personnel who make up the camp staff."

*Reuel A. Benson and Jacob A. Goldberg*¹

Although the individuals on a camp staff will influence the program, the camp director will, hopefully, have an opportunity to recruit and train the staff so that they are in harmony with the program's objectives and targets. If the new camp director arrives after staff recruitment has been completed, then a careful review should be made of the program to determine how it is affected by the individual abilities and skills of the staff. Program plans should then be adjusted accordingly. It is also desirable that the new camp director have the opportunity to develop an ideal organization for his/her staff before beginning recruitment.

The camp's program philosophy will naturally affect staff recruitment, organization, and design since:

1. Program specialists are most often the primary focus of the day's scheduling in a centralized philosophy, while counselors are the primary focus in a decentralized philosophy.
2. Authority for program scheduling and supervision lies with program and administrative staff in a more centralized philosophy whereas it resides in the living group counselor and unit leader in the decentralized approach.

Therefore, the more a camp program leans toward centralization, the more important it is to employ persons with competence in a specific skill area and with good instructional abilities. Obviously, that instructor must know how to teach children and should have had enough child psychology to understand the develop-

1. Benson, Reuel A. and Goldberg, Jacob A. *The Camp Counselor*. N.Y.: McGraw-Hill, 1951. p. 41.

mental tasks suitable for various ages of children. To have experience in a program skill does not necessarily mean that one can teach that skill nor that one knows how to apply it at the readiness level of different ages of children.

In a centralized program, the program specialist often lives in the camper living unit as a secondary counselor but most often does not assume the chief responsibilities of a counselor. On the other hand, the head counselor in a living unit often also assumes responsibility for assisting in a specific program area, since only a few hours of the day are spent in direct living group activities.

A decentralized program requires counselors to have more general skills in a variety of program areas since the primary authority for daily planning and scheduling lies within the group. Under a decentralized program, there are usually fewer program specialists, and those who are present have a different role: they are available to lead activities within individual living groups at the group's request.

The number of supervisory personnel needed will vary depending upon which type of program is selected. A centralized program will most often require a number of program department heads such as waterfront, crafts, sports (which can be broken down by individual sports), as well as a unit or head counselor who supervises a certain number of living units and their counselors. In this case, program scheduling is a function of the director or program director in conjunction with the unit or head counselors and department heads. Counselors usually carry cabin responsibility and assist in a program area.

The decentralized program will normally require fewer department heads in specific program areas and more unit or head counselors. Counselors will normally concentrate on the living group and the development of program as part of the ongoing living process. A program director here serves more as the supervisor and coordinator of unit counselors and less as the designer of the overall camp schedule.

The amount of emphasis placed on various positions will depend on the degree of centralization. Three samples of camp program staff organizations are shown in *Illustration 5.1*. However, it must be emphasized that it would be unwise to adopt one of these organizational patterns until the camp has clear program objectives and targets. Staff organizational patterns grow naturally out of those objectives and targets.

While there seem to be more similarities than differences among most administrative staff organizations, different program philosophies affect the emphasis placed in certain management areas. For example, many camps will require drivers and food/equipment distribution for tripping. Therefore, a staff member may be assigned exclusively to the supervision of this program. On the other hand, a fine arts camp may require a staff member to supervise the drama program and another for dance.

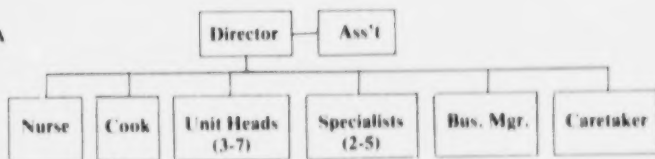
More common administrative staff organizations are shown in *Illustration 5.2*. The size of the camper population will determine, to a large degree, the size of various departments. There are no standard guidelines as to the proportion of administrative staff to camper population. Ratios can be projected in two areas:

Food Service: 1 cook and 1 dish and pan washer for every 50 to 60 campers.

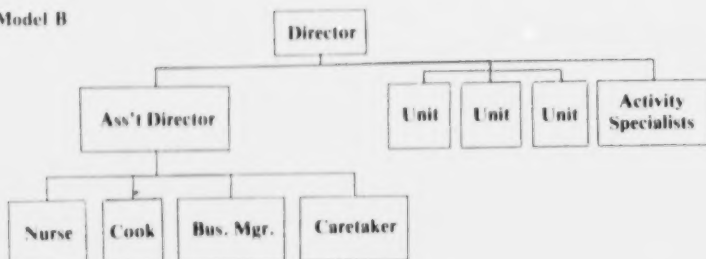
Illustration 5.1

CAMP STAFF ORGANIZATION CHARTS

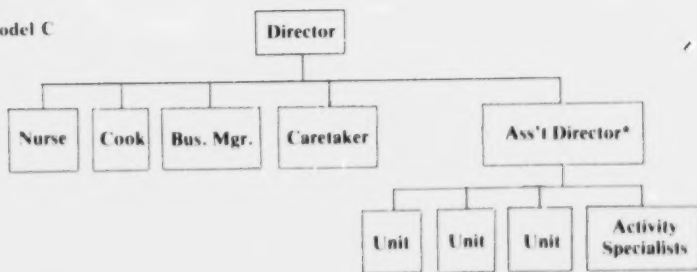
Model A



Model B



Model C

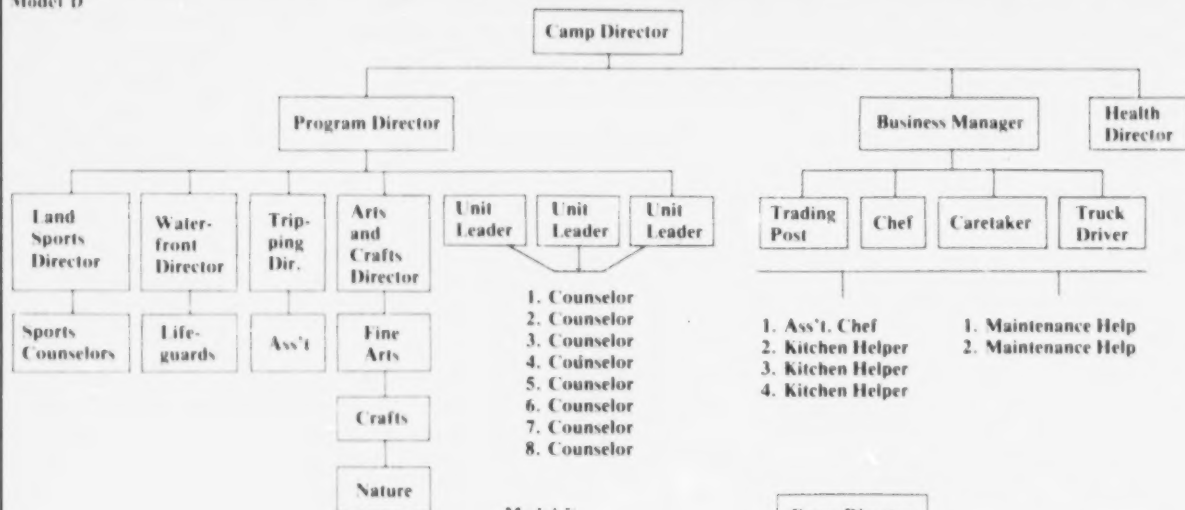


living group counselors

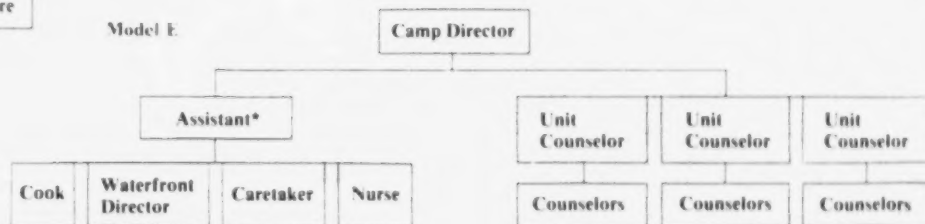
*or Program Director
or Head Counselor

Illustration 5.2

Model D



Model E



*This person may be the Business Manager, Assistant Director or Program Director. There may be a fifth position for a program coordinator who serves as a resource to the counselors in program activities desired by decentralized groups.

Health Service: 1 nurse for the first 150-175 campers and 1 additional nurse for each 100 campers over the 175.

Maintenance ratios are almost impossible to generalize because of the variation from camp to camp in the number and the complexity of the facilities (running water, electricity, buildings vs. tents, laundry, sewer). The employment of a year-round, full-time caretaker or ranger will lessen the number of seasonal employees needed to some degree.

Program Specialists

In all camps there are areas which require certain program specialists with outside certification. Perhaps the most common is related to the waterfront, and no other area of camp program has consistently contributed to as many deaths in camps nationwide. Therefore, extreme care needs to be taken in the selection of the person responsible for overseeing the aquatic program, staff and facilities. That person should be at least twenty one years of age with previous experience in the supervision of an aquatic area for at least one season. In addition, the person should hold one of the following certifications or its equivalency: American Red Cross Lifeguard Training or Water Safety Instructor (preferably both) or Boy Scouts of America Aquatic Instructor or YMCA Progressive Swimming Instructor. The Director of Aquatics needs to be a person with the maturity of judgement to train and supervise other members of the aquatic staff, as well as recognize a potentially dangerous situation in the aquatic environment. Where swimming is conducted the lifeguards should hold one of the following certifications: American Red Cross Lifeguard Training or Advanced Life Saving or YMCA Lifeguard or Lifeguard Boy Scouts of America or Royal Lifesaving Bronze Medallion or equivalent certification.

If there is aquatic activity other than swimming, the person supervising each specific activity should have skills specific to that activity and be certified through a nationally recognized certifying organization and have documented experience in the knowledge and skills required to teach and supervise the program. American Red Cross Emergency Water Safety could substitute for Advanced Life Saving in these non-swimming aquatic programs.

At each location of aquatic activity, one staff member should be certified in American Red Cross Standard First Aid or its equivalent and must be certified in Cardiopulmonary Resuscitation (CPR) for the age level served.

It is not possible to identify a ratio of lifeguards to swimmers that applies to every situation. Therefore, the camp director along with the Aquatic Supervisor, needs to carefully study the various aquatic locations and activities, and establish an overall aquatic policy which includes reasonable ratios of lifeguards to swimmers. This will determine the number of certified persons the director needs to employ.

Equestrian programs also offer an area of potential danger unless properly staffed and administered. Safety factors and the importance of animal care require persons with experience and instructional skills. Horsemanship training is available at various universities, riding academies, the U. S. Army, and certification is available

through the Camp Horsemanship Association and the Horsemanship Safety Association.

Staff in all program areas need to provide documented evidence of their experience and expertise as well as instructional skills in that specific program. Certification can ordinarily be secured in the skills of riflery and water skiing. Though adventure or challenge programs (ropes courses, rappelling, initiative courses and climbing) have multiplied in recent years, there is no nationally recognized certification of instructors at this time. However, there are several reputable organizations which provide training in these skills and twenty hours of such instruction and experience should be the minimum expectation of an applicant to supervise such programs. Authorities in the field feel that accreditation of a site specific program is more appropriate than certification of individuals in these activities.

Factors in Employment

Age is a primary employment factor which must be considered carefully. The accepted age for camp counselor is eighteen or above. Certainly, age is no guarantee of maturity, but experience has shown that persons over eighteen tend to be more mature than persons younger. It is essential to have a person of legal adult age in certain positions such as in waterfront supervision, driving of passenger vehicles, and supervision of camper groups taken off-site for extended tripping or travel. Supervisors should generally be two or more years older than the staff they supervise.

Sex appears to be less of a factor in camp employment except where counselors are assigned to live in the same quarters as campers of the same sex. Some camps with very young campers may not find this a factor.

Of course, neither sex nor age can legally be used to discriminate in employment. Where a certain age base or sex is a requirement of a particular position, that should be carefully documented in the job description.

For certain staff positions, it is essential to hire staff with previous experience. Of course, experience is a plus in any position. Obviously, the value of a potential staff member's experience depends upon the situation in which it was acquired. A camp director can best determine the value of such experience from references, though an interview may assist greatly in that evaluation.

The camp director must consider skill as well as experience when hiring staff, especially program specialists. As mentioned earlier, various kinds of skill certifications are available in such areas as aquatics, riflery, health service, campcraft, and horsemanship. In other areas, where certification is not available, the director must go beyond the applicant's statement of experience and skill to talk or correspond with persons who have actually supervised the applicant in the specific area or who have observed the person in action. If the person is to be an instructor in a skill area, then questions about teaching ability are as important as the person's own technical skills.

Background is another factor the director should consider in hiring. If a person

comes from a cultural or ethnic background different from the majority of the staff, he/she can add an exciting dimension to the experience of both campers and staff. However, it is important that the prospective staff member be given a clear picture of the type of situation, and of the staff and camper community in which he/she will work. The ability or willingness of the staff person to be flexible will be as vital to a good experience as the flexibility of the camper and staff community.

In recent years, the number of staff from outside the United States has increased steadily just as the national population in the traditional camp staff age group (eighteen to twenty-five) has decreased. Several excellent agencies screen potential staff applicants in different overseas locations and provide applications and interview information to the camp director. There are great advantages to having international staff members, if those persons are well prepared for the particular camp setting, possess the skills for the position for which they are employed, and are utilized to stimulate international education through the camp program.

However, to simply employ such staff because it is the easiest way to fill difficult positions is unfair to the camp and to the international applicant. Since a personal interview is normally not available, it is very important that the camp director take extra steps to communicate with the applicant and any former employer even at the cost of international phone calls. It is critical that the applicant understand not only the scope of duties, but also the type of living accommodations, working conditions, and proximity (or lack thereof) to cities.

Preventing Child Abuse

The camp director should take steps in the employment process to minimize the risk of child abuse. The director should examine job descriptions, application forms, interview checklists, reference forms, contract forms, and staff training outlines to make sure that all opportunities to uncover clues as to past abuse history or the proclivity toward such abuse exists.

The application form offers an opportunity to document the person's own statement as to previous convictions, as well as to alert the applicant that abuse is a concern of the camp. Specific questions are noted later in this chapter.

Wherever statements are made about the position and the requirements on job descriptions, in the interview and in the staff manual, these should be clear statements that abuse will not be tolerated and that the welfare of the camper is a primary job responsibility or every staff member.

During the interview, questions should be posed that will give an opportunity to delve into areas that may give clues or danger signals. Robert Ditter, a licensed social worker specializing in adolescent treatment, suggests several such questions to be asked after twenty minutes or so into the interview:

"Do you have a best friend? Tell me about them — how long have you known them; what's one thing they've taught or done for you?"

Would you say you are most comfortable with people your own age, older or younger? (Explore this.)

How were you punished as a child? What did you think of it then? Now? What do you think works best with children?"²

There is some evidence that many abusers imitate abuse or discipline they experience as children. Persons with a proclivity to sexual abuse often tend to prefer children to their peers, and to be eager to take on any duties that will keep them in close contact with children, even to the point of not taking free time with their peers.

When training is given, make sure the subject of child abuse is covered thoroughly so that staff have an understanding of what is involved, what their responsibilities are, and what the penalties are if staff is suspected of abuse. Outline steps which will help the staff member protect himself/herself from being placed in a situation where an accusation can be made without a confirming witness. Suggest that staffers try to work in twos where possible; or, where a time alone with the camper is needed, that it be in view of other staff members and/or campers at distance enough to provide privacy. Staff training should also include information on what steps are to be taken in the event that a camper reveals an abusive situation at home.

It should be recognized that the director has a responsibility not only to use every step possible to prevent the abuse of children but also to document that such steps were taken in case of an incident and subsequent litigation or unfounded litigation. Written documentation will be mentioned again and again since that is the best defense in the protection of the camp.

Many states now make it possible for camps to secure criminal record checks on all applicants or potential employees. Such checks generally require the applicant to request the state police to forward such a report, or give written permission for the camp to secure such. However, the director needs to check on the promptness with which the individual state responds to the request, to make sure it is timely enough to be useful. The average cost of \$15-35 per applicant legally should be borne by the camp as of condition of employment. There is a serious question about the usefulness of such checks in the seasonal camp employment situation if most of the staff members are of college age, since they may be only one or two years beyond the age where such a record could be documented.

On the other hand, for persons over twenty-one or employed year-round such a check can be a valuable precaution. It is also wise to secure a FBI fingerprint check on such employees. Although such checks may not be required by most states, questions of liability can arise if an alleged incident occurs and a camp has not utilized the available service. It is, therefore, important for a camp to make a policy determination about whether such checks will be required.

Job Descriptions

Descriptions for each position should be developed early in the recruitment process so that applicants being interviewed or recruited may better understand the staff position. Obviously, changes will have to be made in initial descriptions after

2. Ditter, Robert. "Protecting Our Campers: How to Recognize Various Forms of Child Abuse," *Camping Magazine*, 58:3, January, 1986, p. 23.

persons are employed and the summer staff is in residence — but this should be done with the full participation of the staff members concerned. In every job description, it is wise to have a statement which identifies that the position has responsibility for the health and welfare of campers. A sample job description format is given in Appendix A.

Application Form

Beyond the data ordinarily required for employment, a camp staff application form should emphasize the skills and experience required in the job description. A director should be aware of the importance of eliciting on the application only that information which is needed for a decision about the job and, on the other hand, of requiring all information which is needed to determine if an applicant meets all personnel selection requirements. For example, it is permissible to ask the applicant's sex or whether the person is at least a certain age only if the job requirements demand a certain sex or minimum age. Asking for that information when the job does not require it may open the camp director to charges of discrimination. (*Illustration 5.3* shows an application developed by the American Camping Association.)

Specific questions should be asked about previous convictions for child abuse, and it would be helpful to clear those questions with the camp's attorney. For instance, one might ask:

Have you been previously convicted of a felony or misdemeanor? If the answer is yes, please indicate on a separate sheet of paper the convictions, dates, and circumstances.

Have you been previously convicted of any crime related to the abuse, mistreatment, or molestation of children?

It is also wise to provide enough space on the application form so that every job situation may be listed, enabling one to check for lapses in employment. Such lapses give the interviewer an opportunity to ask questions about that period in the event that such incidents (convictions of a felony or crime related to abuse) were the cause of the lapses of time.

References

In the development of the application form, a director will need to decide whether references are necessary and how they will be utilized. Generally, of course, applicants request references from persons they know will give them favorable recommendations. And, it is unusual for persons giving written references to make negative comments. This does not necessarily mean that references are useless, but rather that care should be exercised in requesting them. If one's concern is job performance, one should ask for the names of an applicant's supervisors in the last three jobs, rather than for general references. If one's concern is the applicant's ability to relate to children, then one should ask for the names of persons who have had the opportunity to observe the applicant in a position where he/she taught or led children of specified ages. If one's concern is performance in a certain skill

Illustration 5.3

Camp Staff Application Form FM 10

Developed by American Camping Association, Inc.

Return to:

(Please type or print) Date of Application _____

Name _____ Social Security Number _____

Permanent Address _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

School or Business Address _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

Are you at least 18 years of age? ☐ Yes ☐ No If not, state your age _____

Do you have any physical or mental disabilities which might prevent you from performing the position for which you are applying?
☐ Yes ☐ No If yes, do you have specific suggestions as to how we could accommodate your disability? ☐ Yes ☐ No

Describe _____

If you are hired would you desire or need housing for any person(s) other than yourself at the camp? ☐ Yes ☐ No

Education

Years	School	Major Subjects	Degree Granted

Past Employment (List previous two summers or years)

Dates	Employer	Address/Phone	Nature of Work	Supervisor	Reason for Leaving

Indicate any employer you do not wish us to contact and the reason _____

Camp Experience

Dates	Camp	Director	Address	Camper or Staff?

References (Give names/addresses of 3 persons [not relatives] having knowledge of your character, experience and ability.)

Name	Address & City	Phone

What type of position do you want at camp? _____ Salary desired? _____

Dates available From _____ To _____

Copyright 1970 by American Camping Association, Inc. Revised 1990

Illustration 5.3

In the following list, put numeral "1" before those activities you can organize and teach as an expert, "2" for those activities in which you can assist in teaching, and "3" for those which are just your hobby.

[illegible]

Do you drive? ☐ Yes ☐ No Valid driver's license? ☐ Yes ☐ No State

Do you have current chauffeur's type license? ☐ Yes ☐ No

What contributions do you think you can make at camp?

What contribution do you think a well-run camp can make to children?

Write a brief biographical sketch, including specialized training in camping, and experience or training in other fields which might have a bearing on the position(s) for which you are applying.

Are you available for an interview? ☐ Yes ☐ No Where?

I authorize investigation of all statements herein and release the camp and all others from liability in connection with same. I understand that, if employed, I will be an at-will employee and that any agreement to the contrary must be in writing and signed by the director of the camp. I also understand that untrue, misleading, or omitted information herein may result in dismissal regardless of the time of discovery by the camp.

Signature _____

All statements become part of any future employee personnel files

This form has been drafted to comply with federal employment laws; however, ACA assumes no responsibility or liability for the use of this form.

Illustration 5.4

REFERENCE QUESTIONNAIRE

Confidential

_____ has applied to work on the staff at Camp _____ as _____ for this summer.

This person has given your name as a reference who could evaluate his/her past performance as well as potential for the above position. Please give careful consideration to the ratings below.

In checking off the items listed under the seven personality characteristics, please remember that it will be the truly exceptional person who ranks high in *all* categories.

Objective Rating

Under each general heading, check the phrase which most accurately describes the applicant's HABITUAL behavior with regard to that specific trait.

1. How well is the applicant able to direct and influence others along definite lines of action?
 - ☐ Poor leader; incapable of directing others
 - ☐ Usually follows the lead of others
 - ☐ Normally successful in directing and controlling others
 - ☐ Very successful in leading others
 - ☐ Exceptional leader: inspires others along desirable lines of action
2. How well does individual work with associates and others for the good of the group?
 - ☐ Cooperates grudgingly; makes trouble — obstructionist
 - ☐ Gives limited cooperation: neglects common good for own interests
 - ☐ Cooperates with others toward accomplishment of common cause
 - ☐ Cooperates willingly and actively regardless of self-benefit: makes things go smoothly
 - ☐ Exceptionally successful in working with others and inspiring confidence
3. How does this person react to suggestions or criticisms by others?
 - ☐ Take criticism as a personal insult
 - ☐ Resents suggestions
 - ☐ Listens to suggestions but may act without considering them
 - ☐ Follows suggestions willingly
 - ☐ Asks for criticisms and suggestions
4. How responsible is applicant? Able to competently get things done on own?
 - ☐ Irresponsible even under supervision
 - ☐ With constant supervision will do satisfactory work
 - ☐ Usually needs detailed instructions with regular checks of work
 - ☐ Carries out routine activity on own responsibility
 - ☐ Exceptionally able to accomplish work without close supervision
5. How well does individual put his/her principles and convictions into action?
 - ☐ Fails to carry out convictions under adverse circumstances
 - ☐ Acts according to convictions under normal circumstances
 - ☐ Carries out principles and convictions constantly and boldly even in face of obstacles
6. How well does this person apply energy and persistence in following a job through?
 - ☐ Needs much prodding to complete work
 - ☐ Rather indifferent; does not finish job
 - ☐ Completes assigned tasks of own accord
 - ☐ Industrious, energetic; dependable at all times
 - ☐ Unusual perseverance; does more than expected

Illustration 5.4

7. How well does applicant control emotions?

- ☐ Easily depressed, irritated or elated
- ☐ Tends to be over-emotional
- ☐ Unresponsive; apathetic
- ☐ Tends to be unresponsive
- ☐ Usually well-balanced
- ☐ Well-balanced
- ☐ Unusual balance between responsiveness and control

Narrative Report

Please state briefly specific instances in which you have observed the applicant's behavior as it applies to any of these items. If you have no knowledge, please say so.

a. Impression of suitability as a camp counselor. Would you be willing to have your children under individual's supervision for a period of weeks in a camp situation? If not, why not? _____

b. Maturity of judgment. How does this person react in situations of stress, i.e., make decisions? _____

c. Ability to lead campers toward spiritual objectives of the camp. Ability to lead devotionals, worship? Influence of life? _____

d. Nature of associates. Describe the types of people with whom individual habitually associates. _____

e. Dependability. Can be relied upon? Does person weaken in absence of authority? _____

How long have you known the applicant? _____ How have you observed applicant? _____

Have you seen him/her in a leadership role with youngsters? _____ If so, what? _____

To what extent does the individual use drugs/alcohol? _____

To your knowledge, does the applicant have any proclivity toward child or sexual abuse? _____

Please return promptly to: Name _____

Address _____

City _____ State _____ Zip _____

Employed by _____

area, then one should ask for persons who have observed the applicant as a teacher of that skill or as a member of a team practicing that skill. If one wishes simple character references, they should not be from relatives.

It is unwise to employ a person without some check of references. A telephone check of references may be the most effective approach to references, since some people are more willing to make negative observations verbally than in writing. However, if one uses telephone references, one should develop a system for recording notes on the conversation which can be filed with the job application. If one requests written references, it is courteous to include a stamped return envelope. (A sample Reference Questionnaire is shown in *Illustration 5.4.*) Some employers give the prospective employees the reference forms and ask them to send them out and supply the stamped return envelopes. If a director has questions about an applicant after he/she has received written references, he/she should make a final telephone check.

References are more important than ever with the new awareness of the potential of employing child abuse offenders. Questions should be asked to determine whether the applicant may have any proclivity toward child or sexual abuse. (See the last two questions in *Illustration 5.4.*)

The Job Interview

The employment interview is probably the most traditional and widely used method of selecting individuals to fill job openings. It can be generally defined as a purposeful exchange of ideas, the answering questions, and communicating of ideas between people. Studies by various management associations have shown that training in interviewing guidelines can effectively increase the ability of the interviewer to select the candidate with the best potential for the job, and that experience in conducting interviews over a period of time increases the accuracy of selection.

Pre-Interview

A number of things should be done prior to an interview so that the time available can be used to the best advantage. Ideally, there is some information which should be in the hands of the applicant prior to the interview time:

1. A job description—including salary, education and/or work experience required, starting and closing date of the position, number of hours expected to work, and time off. If food and housing costs are to be deducted from salary, specific amounts should be noted. In addition, if food and housing are provided as part of a salary, their relative worth should be noted.
2. Information about the camp—brochures, material describing the general focus, general goals and objectives, and pertinent information about the age of campers served, fees, length of periods, type of program, and copies of recent newsletters.
3. An organization chart—indicating where in the line-up the position in question

falls, the immediate supervisor, and the relation of that position to others on the staff.

The interviewer will need to review all the facts available on the candidate through pertinent correspondence, the completed application blank, and written references received or the notes from telephone calls made to individuals given as references. These materials will help the interviewer plan for the areas in which he/she wishes more information and will serve to pinpoint trouble spots which need further inquiry. In order to avoid possible charges of discrimination, the questions need to be confined to job-related material.

The Interview Setting

The setting of the interview provides an important background which may help or hinder. The time set aside should be free from distractions, telephone calls, or interruptions by other people. The room where the interview takes place should have adequate lighting and ventilation and comfortable chairs. Eliminating the desk between the interviewer and the interviewee reduces the interviewer's dominant role and helps break the ice. Sitting side by side in comfortable chairs is more relaxing and less threatening to the applicant. Privacy is an important factor; the interview should not be held in an area where other people can pass through or look on.

The Interview Plan

After the available information has been organized, a specific plan for the interview should be developed in order to use the time available to the best advantage. Generally, there are only four basic factors which one needs to explore with applicants:

1. Intellectual skills and aptitudes. These can be obtained from two points of view: intellectual capacity (or the innate ability to solve problems) and application or effectiveness (how well the applicant applies and uses intellectual capacity). This information can be obtained from a general survey of a scholastic record, together with pertinent questions on work experience and performance.
2. Motivational characteristics. Primarily, these may be evaluated by discovering what a person likes to do or finds satisfaction in doing: interests, activities, best subjects in school. These may well come to light in discussing his/her reasons for applying for the position in question, together with long-term goals and aspirations.
3. Personality strengths and limitations. Behavior, traits, characteristics, and temperament all reveal how a person interacts with work environments and with people. Questions regarding relationships with people with whom he/she has worked on prior jobs may open this area for more information. Interpersonal relationships indicate what a person is like: shy, confident, aggressive, withdrawn, forceful, arrogant, open, outgoing, passive or dependent. Occasionally, the interviewer may begin to get vague, negative feelings in this area, along with subtle and non-verbal clues. These should be heeded; if the interviewer reacts negatively to the person, it is possible that others will also.

4. Knowledge and experience. From his/her past record, which of the job experiences will be most helpful to him/her in the job which is open? Will any of the past experiences hinder him/her in the current job?

In the light of these four areas, another look at the application and reference material will aid in blocking our areas where additional conversation is needed. A list of these questions in logical order will serve as a reminder during the interview.

The General Approach

1. Note-taking. During the interview, the taking of notes provides an organized way of recording data which may be over looked, and of insuring that a significant response or reaction not be forgotten. It is difficult to take notes and give attention to what is being said at the same time and the note taking may serve to distract the person being interviewed. The pad should be placed as unobtrusively as possible, preferably in a position where the interviewee cannot read what is being written. In this way, the process becomes an integral part of the situation and can be more readily accepted by the applicant.
2. Establishing a good climate. Applicants are often ill at ease and apprehensive as well as feeling threatened in the face of authority. If an interviewer can show a friendly and interested acceptance at the beginning, the interviewee may be willing to respond in a frank and open manner. If the applicant seems reluctant to talk, a genuine compliment or sincere praise on some past experience or achievement noted in the application may put the person at ease. If an open, frank, and relatively non-threatening climate can be established, the desired response on the part of the interviewee will generally follow.
3. Leading questions. Questions phrased in such a way as to indicate the response desired should be avoided. The question, "Did you take part in extra-curricular activities in college?", indicates to the applicant that this is important and he/she begins to search his/her experience for a suitable reply. A more general approach, "Tell me about your college experience; what did you find particularly helpful?"
4. Open-ended questions. It is good to open each topic area with a broad, open-ended question; for instance: "Would you tell me something about your high school days?" The interviewer will then be free to take notes and observe mannerisms and behavior patterns while the applicant has to determine how much or how little to tell. Questions can be used to guide the direction of the interview, to open areas for discussion, and to encourage participation.
5. General to specific questions. Questions should move gradually from the general to the more specific. From "Would you tell me about your work with the YMCA?" (general question) to "What did you like least and most about that job?" (specific question).
6. Self-appraisal questions. Questions should be directed to motivating self appraisal. "Do you feel that you effectively accomplished that particular job?" Or, "If you could repeat that experience, what would you do differently?"

7. Controlling the flow. Although the interviewer should be in control of the interview at all times, it is to his/her advantage to listen and try not to interrupt. Natural pauses can be used to check the sequence of points on the interview plan, to see that facts in each area are adequate, and to keep the communication moving along. While the applicant provides the factual answers, the interviewer can determine the answers to some other intangible questions: How does the applicant communicate ideas? Can he/she conceptualize effectively? Is he/she shallow or superficial in his/her thinking? Is he/she perceptive to the social situation?

Conducting the Interview

An interviewer should remain impartial, neither condemning or condoning what he/she hears. To provide a positive setting, the person conducting the interview should not react negatively to new ideas or unfamiliar subjects. Opinions should be disassociated from facts; time should not be wasted in disagreeing with an opinion. Time should not be taken up with facts contained on the application, but the emphasis should be on moving in the direction the interview needs to go. Although first impressions are important, it is essential that the interviewer try not to form conclusions too quickly.

If it is necessary to secure information which may not be comfortable for the applicant to reveal, the interviewer should indicate that such discomfort is understandable. Essential questions may be asked more than once in a different way to find out from the reaction how strongly the applicant may feel about a particular topic.

Concluding the Interview

An effective technique for ending the appointment is to summarize the interview. At this point, the applicant may be more relaxed and relay additional information. If it is determined during the interview that the person is not qualified for the position, he/she should be told so at this time. If additional information is needed, the interviewer must be sure that the interviewee understands specifically what is required, and a time should be set for receipt of the information. The applicant should also be told the time at which he/she may expect to hear the decision regarding the position.

As soon as the applicant has departed, it would be wise for the interviewer to make any additional notes. Some interviewers find it useful to review by making a list of positive and negative facts ascertained during the interview and to rate job qualifications. If one is interviewing a number of applicants in close sequence, making notes of each interview immediately after it is over will help to crystallize facts and impressions and help distinguish one applicant from another.

Danger Signs in an Interview

As part of an interview evaluation, Robert Ditter, in an article in *Camping Magazine* (January, 1986), suggests some warning signs that he terms "red flags" which possibly characterize a personality prone to abuse children.

1. Who ran the interview, you or the candidate? If you found that you were answering a lot of questions or being distracted by tangential conversation consistently throughout the interview, raise a red flag. Such behavior should make you wonder what a person might be avoiding. (Such behavior could indicate a "controlling" or "insecure" personality.
2. How much of a peer support system does this person have? Is he or she a drifter? Currently, are there significant other adults in his/her life? Are there strong connections to others, besides children, to give a sense of balance and support? If there are a lot of negative answers, raise a red flag.
3. Does this person spend too much time with children? Does he/she seem to plan time-off activities which sound like too much work (typical of a physical abuser) or involve more time spent with children? If he/she also has weak peer relationships, this is a serious cause for a red flag alert.³
4. Rebecca Cowan Johnson, Ph.D. in Psychology, editorial board member of *Camping Magazine* would add: How does this person describe how he/she was disciplined while growing up? Was it strict, appropriate, abusive? That is, does a person report an abusive past? Was the abuse emotional, physical, and/or sexual? Studies indicate a strong tendency toward repetition of experiences.⁴ Raise a red flag.

Evaluation of the Interview

One of the effective means of developing and refining skills essential to good interviewing is to make a personal evaluation of the performance immediately after the session. One approach is to take a look at the original interview plan and then to compare it to the actual interview. Was the general plan followed? Did I miss any important category? Did I succeed in putting the applicant at ease? Did my questions get the responses needed? Did the interview move smoothly and stay on track or was it sporadic and difficult to control?

Another means of evaluating is to work from the personal angle. Did I talk too much? Did my personal prejudices and attitudes come through to the applicant, or did I maintain objectivity? Did I conduct the interview from the point of view of the applicant? Did I respond negatively in any instance? If I could redo the interview, what would I add or delete? What approach would I change?

When considering impressions from the interview, it is important to remember that the overall picture is the most important. If you are undecided, you may wish to review your notes and information with a colleague.

These few minutes spent in considering interview performance will pay off in terms of increased perceptiveness and flexibility in handling the next interview and in operation more effectively in the selection process. In the final analysis, of

3. Ibid.

4. Johnson, Rebecca Cowen and For Kid's Sake. Child Abuse Information for Camp, Recreation, and Child Care Staff. Martinsville, Ind.: American Camping Association, to be released 1991-92.

course, the acid test of the interview is whether the result is a successful matching of the person chosen to the job and a subsequent good performance on the job.

Finding Staff

One of the major concerns of camp directors has always been finding qualified staff; in recent years, with the current economy and population of college-age young people, this concern has grown. Where does one find staff? Here are nine different possibilities.

- Through former and present staff — ask them to participate in the search. (Beware, however, of primarily staffing with friends, where newcomers may be left out.)
- College and universities in the general area — utilize summer placement office brochures, applications, job descriptions, and arrange for a day of interviews on campus.
- Directories of summer employment — provide opportunity to draw staff from broader geographical areas.
- Former campers — and particularly past participants in counselor-in-training or leader-in-training programs.
- Faculties — of elementary, middle, and high schools, colleges, universities, and private schools.
- Within the membership of the sponsoring organization — this is first source of persons on a volunteer staff of a camp sponsored by the organization. (The local Volunteer Bureau may also be helpful in the search for volunteers.)
- Placement services — offer an opportunity for the director to file a list of positions along with job requirements. These include departments of manpower or employment services in many states as well as American Camping Association section offices.
- Organizations which provide placement of international staff — individuals from other countries can broaden and stimulate the camp experience for campers and staff alike. Ad dresses of four such organizations (Bunacamp, Camp America, International Camp Counselor Exchange Program, International Camp Counselor Program) are in the Appendix.
- Community groups — such as neighborhood or community centers, block clubs, churches, youth boards . . . a good source also for minority staff.

Although these sources may provide most of the program and counseling staff, the camp director will probably need to turn to more specialized sources for cooks and nurses. The state employment agency, school cafeterias, and fraternity and sorority houses are good sources for cooks. Similarly, the state nursing association, state employment agency, nursing schools, and school systems can provide leads for camp nurse candidates.

Remuneration

In advance of staff recruitment, careful consideration should be given to the camp policy of remuneration of staff. Obviously, the philosophy of the organization

will dictate, to some degree, a remuneration plan. For example, Girl Scout day camps or local church camps may be staffed by volunteers. However, even camps with a predominantly volunteer staff need a policy on remuneration.

Remuneration includes all benefits given to the employee or staff member — meals, lodging, transportation, laundry, babysitting, salary, insurance, or a camp experience for his/her children. Each benefit costs the camp money and saves or provides the staff member money; such benefits should be clearly identified in a statement of personnel policy. One should also consider what portion of the remuneration is taxable in terms of FICA or income tax.

Volunteers may require few benefits while employees may require many. A volunteer may be quite willing to serve on a day camp staff and bring his/her own lunch but be unable to do so unless the organization provides or pays for babysitting for children not of camp age. Each situation will be different, so guidelines should be developed before staff recruitment begins. Points which are to be considered under each benefit:

1. Meals. Most camps which serve meals automatically provide meals to staff members for the convenience of the camp at no additional charge. However, meals for the staff member's dependents are a negotiable matter. Some camps charge cost and deduct it from salary, some include meals as a benefit. Others require families to prepare their own meals in separate living quarters, while the camp takes responsibility for the staff member's meals only when he/she eats with the staff and campers.
2. Lodging. Resident camps generally provide lodging for staff members, but most often in multiple living units. Counselors are usually required to live with campers, although a privacy division or room in the same building may be provided. Lodging for dependents of staff members is sometimes evaluated and charged against salary or, in other cases, given as a benefit of employment. Many camps provide housing for families in order to secure older or returning staff.
3. Transportation. Day camps generally require some staff members to ride on camper buses and usually provide space for any staff member at no charge. Resident camps often meet staff at central locations. Some camps provide a transportation allowance, particularly for staff members who travel more than a minimum number of miles to get to camp.
4. Babysitting. Day camps utilizing volunteers often provide a central babysitting service for children of staff members or reimburse the volunteer for the cost of home babysitting.
5. Insurance. Workers Compensation, automobile and liability insurance are covered in Chapter 15. Many camps provide a health and accident insurance policy to staff members as a benefit of employment or offer it as an option which the staff member may purchase.
6. Camp Experience. Where a single parent or both parents come as staff members to camp and have camper-age children, it is not unusual for those children to be enrolled as campers in their proper age group.

7. **Salary.** If any amount is agreed upon in advance and paid to a staff member (whether it is called an honorarium, a stipend, a scholarship, or a gift), that remuneration is considered salary. Initially, the director should secure information on the state's minimum wage laws as well as the applicability of federal law. It may also be helpful for him/her to visit with camp directors of comparable camps in the area to learn what salaries are being paid in similar circumstances.

If minimum wage is applicable, meals and lodging credit may generally be taken against the wage. (The rule of thumb for determining the value of meals is to be able to document the cost of the meals actually eaten including overhead, labor, and raw food. For lodging, the documentation is the value of the lodging provided based upon the local community market, with consideration given as to whether the lodging is private, semi-private, or dormitory.)

Increments in salary levels are decided in a variety of ways:

- By number of years on the staff
- By age and experience
- By certain qualifications (cook, nurse, waterfront certification, outdoor living skills certification)
- By position in the organization chart
- By need, i. e., the camp finds that the only way to secure staffers from the inner city is to pay considerably over the going rate because of economic circumstances.

The camp director should give careful thought to salary scales, to the increases built into those scales, and to their fairness to staff members. Though most persons do not work in camps solely for the monetary benefit, there is a sensitivity, in such a close community, to differences or unfairness in wages that can interfere with the more important parts of camp life. It is very important that it not be implied that counselors are the lowest point on the scale because there is, potentially, no more important person in terms of health and safety or camper relationships than the counselor. The objectives and program philosophy will emphasize that responsibility more in some camps than in others; but, in every case, it is vital that the nature of the counselor's responsibility be fairly recognized.

Contracts

It is accepted practice to provide each staff member with either a letter of agreement or a contract at the time of recruitment. The formality of the written agreement will vary from situation to situation; but, in any event, the staff member and the director should each have a copy of the document which they have both signed. A signed contract between a director and volunteers can also be healthy since it clarifies obligations on both sides and shows the responsibilities assumed by the volunteer.

A sample contract is shown in *Illustration 5.5*; such a contract usually contains the following items:

- Dates of employment or time commitment

Illustration 5.5

Staff Employment Contract

Name _____ Home Phone No. _____

Home Address _____

School _____ Your Phone No. _____

School Address _____

Birthdate _____ Age _____ Social Security No. _____

Position of Responsibility: (a) _____

(b) _____

Dates of Employment: (a) From _____ to _____

(b) From _____ to _____

My pay will be based on a gross rate of \$ _____ per week. From my gross rate there will be deducted \$ _____ per day for board and lodging, leaving a net weekly rate of \$ _____.

I will/will not* be expected to hold a current American Red Cross Advanced Life Saver or Lifeguard Training, BSA Lifeguard, or YMCA Lifeguard and my certificate expiration date is indicated here. _____

List first aid certification type and date here. _____

At camp every staff member must be amenable to rescheduling since the nature of our program does not allow for a rigid schedule. Conditions sometimes demand occasional temporary shifts in responsibilities. All staff members must be willing to accept such assignments when called upon to do so.

I understand the camp's policies regarding child and sex abuse and will abide by them. By signing this contract, I am indicating that I have no previous convictions for child abuse or sex abuse.

I know that I am encouraged to consult the camp director regarding any conditions that need clarifications, but my signature will indicate the acceptance of the above-mentioned terms and regulations.

A successful camping season for you . . . and us!

Date

My Signature

Date

Camp Director

Indicate:

☐
☐

I wish the extra insurance coverage at 7 cents per day.
I do not wish the extra insurance coverage.

Please return copy to Camp _____ Keep the colored copy as your reference.

*Mark out this word if certificate is required.

- Title of the position and reference to job description
 - Remuneration
 - Policy for termination by the staff member or the camp
 - A statement of agreement by the staff member that he/she will abide by the personnel policies which are attached, or the specific policies included in the agreement
 - Dates of signing
 - Signatures of staff member and director (Where the staff member is under the state legal adult age, the director may wish to have the contract co-signed by one parent)
 - A statement that the person has had no convictions for child or sexual abuse
- Personnel files which include the application, references, contract, and eventual evaluation reports are normally kept for each staff member. These are confidential files and should be kept out of reach of all but supervisory personnel.

Personnel Policies

Although the camp director may be covered by the personnel policies of his/her employer, seasonal staff may not be. It is the camp director's responsibility to develop personnel policies which will define the guidelines and expectations for seasonal staff. Each staff member should be given a copy of the personnel policies (*Illustration 5.6*). Ideally, they should be attached to the personnel contract and should be reviewed by the staff member before the contract is signed.

Personnel policies generally cover:

- Pay periods: dates, deductions, method of payment
- Termination: length of notice necessary, termination pay, causes
- Time off: amount to be expected, method of determination, scheduling, sick leave days
- Use of tobacco, alcohol, controlled substances
- Other regulations: for instance, use of personal automobiles or equipment in conjunction with camp program
- Other benefits: laundry, insurance
- The camp's policy statement concerning the welfare of children and the action to be taken in case of child or sexual abuse.

Termination is a matter which a director seldom considers until he/she is faced with a staff member who is not fulfilling his/her responsibilities. Discussion, prior to the season, with other camp directors as to their termination practices can be helpful. It is important to recognize that, despite one's concern for the employee as a person, termination of that person may be the most beneficial action for the total camp community. Because of the twenty-four hour living situation in a residential camp and the short season of all types of camps, termination becomes necessary where, in other settings, more time could be given to coaching or waiting and seeing whether the problems could be solved. For these same reasons, it may also be better to pay the terminated employee for the notice period and have him/her

Camp Personnel Agreement

Camp _____ (through its director) invites you to join the camp staff for this coming summer. This Camp Personnel Agreement gives evidence that we are making a special place for you and we would like to have your acceptance within the period of time specified.

Transportation to and from camp must be provided by you, but we will make every effort to pool rides with staff cars that leave from _____. Buses will be met in _____ if necessary.

Worker's Compensation Insurance carried by the camp covers all staff members for work related injuries/illness, but this does not provide complete coverage for all circumstances of sickness. The camp has a sickness accident health insurance policy covering campers, which is available to staff members at _____ cents per day; there is a \$25 deductible connected with this. However, staff members who are not covered during the summer under a family or school insurance policy should give serious consideration to securing this extra inexpensive coverage. Indicate at the bottom of page 2 of this agreement your desire in this regard.

You must furnish your Social Security number since the law requires us to deduct the FICA (Social Security) tax when we issue you a payroll check. State and Federal income taxes will also be withheld unless you indicate otherwise on your WE-2 Form.

For the convenience of the camp office, this agreement is based on a weekly rate, which is calculated on an average week. It is impossible to clock the actual work hours in our camp setting, and employees must be flexible due to the camper planning process and tripping nature of Camp _____.

The camp expects that its employees adhere to the basic principles of the camp, and trusts that relationships and action will find their groundwork in those. Our rules are simple and few as we feel dependent upon the maturity of each staff member both on the trail and in camp. The signing of this personnel agreement indicates the willingness of both parties to comply with the personnel policies and procedures outlined in the Staff Manual. The camp management is interested in each staff member's high performance. In the event that the performance is not up to required standards, the camp director, at his discretion, retains the right to terminate employment. A staff member who desires to terminate must give at least two week's notice.

Time-off periods will be scheduled as regularly as possible, but necessarily at the convenience of the camp program. In-camp staff can normally expect one day each week, and the trail staff can normally expect time at the end of periods, but may not accumulate days off for a cash payment or to be taken at the end of the summer. When off duty, staff members are asked to make wise use of leisure time and return to duty relaxed and rested, so as not to detract from their work performances.

Smoking is discouraged, but is permitted during off-duty hours, and is restricted to the staff lounge and in-camp support staff living quarters. All employees are asked to refrain from smoking in any of the camper cabins or on the trail at any time.

Evening responsibilities vary from time to time for each staff member. For counselors it is expected that campers are supervised constantly and that at least one counselor is on duty in the cabin at all times.

leave immediately rather than to have a disgruntled employee in the living situation for that period.

The camp director should also pay careful attention to a plan and pattern for time off duty for resident camp staff. The living situation at a resident camp lends itself to twenty-four hour responsibilities for all personnel; however, because of that continuing day-to-day situation, it is vital that time off be arranged for each staff member. And, some free time to pursue personal needs should also be available to each employee. That time will occur naturally for many staff who work given hours, but program and counseling personnel, in particular, need a plan. For safety reasons, those plans should be coordinated carefully and counselors should always know how their camper group responsibilities will be supervised in their absence. A minimum of two free hours a day, apart from sleep time or eating with campers, is the accepted norm.

In addition to daily free time, every staff member needs a minimum of twenty-four hours free each week (or forty-eight hours every two weeks) so that there is time to get away from the camp community or to find uninterrupted time for personal needs in camp. Obviously, such time has to be scheduled and, in most jobs, personnel replacements arranged. Adequate flexibility in job descriptions and numbers of staff is needed so that other staff can substitute for those who are off duty. Provision for time off is an obligation of the camp employer but may be scheduled at the employer's convenience. It is important that the camp director also take a day off, for his/her own good as well as for the benefit of staff.

Checkpoints

1. List the positions which your program design necessitates.
2. Add to that list the requirements imposed by position or regulations (i.e., age, certificates, degrees).
3. Test the number of counselors against the number of campers at one given time to find your camper/counselor ratio.
4. Develop or review the job descriptions for each position. Check them, if possible, with persons who have filled the positions previously.
5. Write out a series of questions you would ask in a job interview. Read them aloud to see how they sound. After revision, try them in an interview. Keep adapting them as necessary.
6. List all of the various sorts of remuneration you will be giving staff and develop the actual cost for each one. Compare this with line items in the budget.
7. Identify the different steps taken during the staff screening and employment process to prevent employing persons with a proclivity toward child or sexual abuse as well as the steps taken to protect the camp in case of an incident.

Related Standards

1. C-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
2. Self-Assessment Document: items 24-31

CAMP NEBAGAMON, WIS.



"... surveys show that children ages seven to seventeen influence their parents' decisions concerning leisure time activities in 74% of families."

"Ours is a field where the value is not experienced unless the participant is there. It becomes imperative that we become more aggressive in our advocacy of the camp experience. We cannot wait for the campers to come to us. For all directors this means earlier and more vigorous recruitment of campers. It means more talk about values, outcomes, and specifics in language that can be understood by parents, businesspeople and organization boards."

Armand Ball¹

The simple fact that campers are essential to the operation of a camp is often not considered early enough in camp planning. Nor do camp administrators translate often enough the word, camper, into customer; camps have much to learn from the business world in marketing and customer relations.

Marketing camp involves everything you do both to get and keep customers and consumers of your services. In youth camps, it is usually the parent who must be convinced to pay the fee for the child to attend camp. That parent becomes the primary customer. However, in this day, surveys show that children ages seven to seventeen influence their parents' decisions concerning leisure time activities in 74% of families². Therefore, the camper is not only the consumer of the service in youth camps but also the secondary customer, and must be considered in customer concerns and marketing.

Since camps are no longer solely summer camps or children's camps, the marketing approach becomes more complex taking more market research and strategy if the camp is to attract enough potential clientele to fill its beds. The customer in a camp may be an adult, a child, a family, an organization, a school, a church or synagogue, or a business. Different segments of the camp operation may have different primary customers, thereby shaping the marketing differently in each segment.

As Edward L. Hayes states:

"People form impressions about you and your camp the instant they see

1. Ball, Armand. "On the Ball." *Camping Magazine* 54:3 February, 1982. p. 2.

2. "Parents Are Listening More to Kids." *U.S.A. Today*, January 24, 1990.

you advertised or mentioned in print. Even the way you handle correspondence conveys how you feel about your public. Unanswered inquiries and tardy, poorly typed letters speak worlds to your public."³

Market Analysis

A good starting point is to analyze what the present market base for the camp is and what potential markets exist. This will be easier if the camp has kept good records previously and if you have a computer available on which to record the data. The following things need to be done:

First, secure enrollment figures by sessions or type of program and use for the past five years. Compare shifts in total enrollment and by types of program and use and sessions.

Second, break down those enrollment figures for the same period of time, using various factors. The factors will vary based on the type of programs and length of season. Where there is individual enrollment in programs, such as most summer children's programs, breakdown the enrollment by age, sex, zip code, religious affiliation, schools, ethnic and racial groups, general family income groups, or any other specification that may affect your situation.

Where the enrollment is by groups such as schools, churches, social clubs, businesses (as is often the case in conference and retreat rentals during the fall, winter, and spring), break down the enrollment by type of groups, size groups, age groups, geographical origin, type camp services used.

Here you search for patterns of where the heaviest and lightest enrollments occur so you can study further what creates the difference. For example, why do you get large numbers from certain neighborhoods and fewer from others. Which type of groups seldom rent your facilities? Look back at the stated purpose and target market your camp has stated it wishes to serve and analyze the demographics of your camp. Are you serving your targeted audience?

Third, examine the return rate. What percentage of campers or groups return for a second year, a third year?

Fourth, look at enrollment dates. What is the earliest registration and the dates when the largest number registered. What seemingly prompted people to enroll more during a particular three-week period? Who enrolled earliest?

Fifth, compare your enrollment with enrollment in other camps. The American Camping Association, Christian Camping International and *Trendlines*⁴ all run surveys each summer to see what trends are occurring in camp enrollment. Talk with camps in your area; if your camp is affiliated with an organization which has other camps in your part of the country, seek comparative information. Any significant deviation from the pattern other camps are experiencing may give clues

3. Hayes, Edward L. "Positioning Your Ministry in the Market Place." *Journal of Christian Camping* 22:3 May/June, 1989. p. 10.

4. *Trendlines*, a newsletter for camp directors, is published six times a year by Alpha Beta Consultants, 629-C Nerita St., Sanibel Island, FL 33957.

as to problems or unique features in your situation which need analysis before recruitment plans are developed.

Sixth, gather some demographic information about the area you serve. What is the current population by age groups, socioeconomic groups, ethnic or racial groups? What has been the trend over the past five years? Is there a projection for the next five years? Where is the largest concentration of prospective campers or groups? Has your enrollment followed the trends in the population?

Seventh, identify your competition. Competition comes in the form of other types of programs, other camps, schools, sports, and other types of family activity which involve the entire family. Competition is not bad; in fact, it is indigenous to our democratic form of government. It is always wise to learn as much as possible about the competition, what they are offering and who they are serving.

Dwight Jewson, marketing consultant, states:

"... the camp competes with other products being marketed to youth . . .

The message or advertisement for the camp thus must be addressed to a specific market or markets . . . That message exists in the context of many other messages or advertisements for alternatives for the summer, and thus must communicate directly with the needs and concerns of the market segment towards whom it is directed."⁵

Eighth, once a camp director has all this data in writing and has studied it thoroughly, it should be shared with others. Key staff who have had tenure with the camp may have insights that will help. If your camp operates with a board or committee, that group should have a presentation of the information and an opportunity to react and discuss it. Another camp director or mentor may be able to offer some observations. Often outside consultants from the camping field can provide a more clear analysis of this data, and help give guidance to the director and board in developing a marketing plan.

Analysis of Current Marketing

At this point, a camp director needs to examine current marketing materials and practices. Everything should be examined with care, from the brochures to the schedule of mailings and promotional meetings, with an eye as to whom it is directed, its accuracy, its attractiveness, and its effectiveness.

Marketing efforts should be motivated by accomplishing the purpose of the camp, meeting customer and consumer needs and providing a quality service that is superior to one's competition or unique in some way. Having already determined the purpose of the camp, some time may need to be devoted to analyzing customer needs and the quality of services provided.

In looking at customer needs, an evaluation form that is used with present campers or camper groups can provide some insights into what needs are being met (where they are happy) and which are not being met (what they dislike or what

5. Jewson, Dwight. "The Promotional Aspect of Camp Marketing." *Camping Magazine* 50:6 May, 1978. p. 17.

campers who do not return disliked). The design of the evaluation form is critical and some outside expertise or review will help hone the form to accomplish what you desire. The timing of when the camper or group leader is given the form also can affect the outcome. For example, giving it to the leader of a rental group upon their arrival at camp or mailing an evaluation form to summer campers during the Christmas season may not provide the return or information you need. It needs to be close enough to the conclusion of the experience to be fresh but not in the moment of unpacking the suitcase. The matter of evaluation is covered more fully in a later chapter.

The issue of quality is one that can not be treated lightly. So much of a camp's reputation depends on word of mouth comments that a camp must be sold on its consistent and continuing service. News of a good camp travels fast, but today's parents are not overly loyal; and, when a camp does not produce what it promises, parents are quick to look for another camp.

To deal with a competitive market place, a camp must differentiate its services from that of other camps and emphasize overall value. Simply offering more activities than your competition will not necessarily bring campers. Value does not mean necessarily having the fanciest buildings or equipment, but rather relates more directly to having clean and comfortable facilities with capable, mature, caring staff members.

A special market focus will often stimulate interest on the part of campers and parents. In marketing, this is called "developing a niche." To emphasize a niche, a camp needs to have a clear understanding of some of the positives and negatives:

- Concentrate on what the camp does best. Emphasize quality and do not compromise in the area chosen.
- Make sure that the niche you have chosen is not too narrow, thereby limiting your audience too much.
- The camp must be prepared to give up something else. It is difficult to finance, staff, and ensure quality in every program.
- Choose a name for the program or experience that communicates well. It must mean something to the camper. That may mean contemporary or classic verbage.
- Be prepared to be patient. Success does not come in one summer.
- Provide what you promise. Deliver.

Developing a Marketing Plan

Having analyzed the present population served by the camp, examined the demographics of the service area, taken a look at competing services, and evaluated current marketing and services, one should have the necessary information to develop a marketing plan for the coming year. This should be developed in conjunction with the staff and committee members who will carry out the plan.

First, examine what message you wish to communicate and to whom you wish to communicate it. If you serve multiple audiences, you will discover that you will need more than one camp brochure. Often camps are tempted to combine every-

thing into one compartmentalized brochure in order to save dollars, but it is very questionable whether such an approach can be effective with more than one audience. Similarly a piece of material can also communicate only a limited number of messages to an audience before it confuses or defuses. So this step entails actually laying out on paper the audiences you wish to attract and the message you wish to communicate to each of those audiences.

Second, determine the methods you wish to use to communicate your message. These may include:

- A registration form
- An announcement of dates and rates for the coming season
- Brochures or flyers
- A gathering of the previous year's campers and staff for a reunion
- A fun weekend at camp or a gathering in a metropolitan area
- A plan for gathering names of prospective campers and groups
- Use of a camper referral service
- Attendance at camper fairs
- Presentations at service clubs, churches and synagogues, schools, homes of prospective or previous campers
- Advertising (print, radio, tv)
- Incentives for returning campers and staff to enroll new campers
- Development of a visual presentation — 35mm slides, movie, or video
- A plan to secure referrals from social agencies, judiciaries, churches and synagogues.

The selection of the methods to be used will depend upon many factors: amount of funds available, the number of new campers desired, the camp's philosophy and message, and the audience to be addressed. It is always better to do a few things well, than to use many methods and use them poorly.

Except in very unusual camp situations, the primary source of enrollment is returning campers. An American Camping Association survey of all types of camps nationwide in 1987 showed that the average percentage of campers returning to camps was 58.5%. If this was the average, it is apparent that many camps depend upon a much higher return rate. Obviously, the lower the return, the more difficult is the task confronting the director; recruitment of new campers requires considerably more effort, time and money.

Therefore, the director's first concentration should be on approaching previous campers. Many camps utilize camper reunions to stir memories of the previous summer's experiences and to get campers back in touch with one another. If the majority of campers come from a number of cities or states, then a decentralized plan of reunions or parties may be required. The larger, central reunion provides more excitement and greater contact among campers and staff, but the decentralized plan provides more personal contact between the director and campers as well as a better opportunity to invite prospective campers and parents. The involvement

of staff from the previous summer and the showing of a visual presentation of last summer are natural elements of a reunion program.

An early mailing about the upcoming summer's sessions, dates, and special programs for returning campers is an important step. Follow-up news bulletins or newsletters can list the returning campers as they enroll. Many camps find that a regular bulletin to campers and staff is a good means of maintaining contact, building spirit, and encouraging a return to camp. It need not be expensive, but it should be attractive and newsy with numerous names mentioned and pictures and memories from the previous summer.

Positioning the camp's image is an important step in marketing. Though this certainly relates to the purpose of the camp, it also relates to the setting, staff, and strengths of the camp operation. Some camps are successful at establishing the image of being a camp that is general in nature and does a good job in many different activities and programs. Other camps find it easier to find a niche in the marketplace, and emphasize that image.

After identifying the message and selecting the methods to be used, the third step is to develop a plan of implementation. A plan should be developed outlining each of the steps to accomplish the goals, and those steps placed in calendar form for a twelve month period with a deadline date for each.

The accomplishment of each of these steps is not possible for the camp director to do alone. It is wise to enlist the assistance of staff, former staff, former campers, parents of campers, and committee members. This will provide a variety of energetic and enthusiastic persons who, given the proper information and training, can spread the camp's story much more effectively than one person. Most of this can be accomplished through volunteers, though it may be necessary to employ one or two persons to carry out more time consuming or specialized portions of the plan. The next step is to implement the plan and to constantly check whether the plan is proceeding on schedule. Even the best volunteers need follow up calls and pep talks from time to time. Planning for the succeeding year will require evaluation of how well the plan worked and how it should be changed. More about that in the chapter on evaluation.

Registration Forms

Regardless of whether the camp is enrolling individuals or groups, a registration form will be needed. It should be carefully designed in light of its intended use before, during, and after the campers or groups are at camp. Whether it is a card, a sheet, or a half sheet should be determined by how it is to be filed and how often it will be handled. If the information is to be transferred to a computer file, this will influence the format of the form. It should be remembered that the information gathered on the registration form will provide the beginning of the camp's data base on campers and groups. So careful thought should be given to what data will be helpful for comparative purposes a year hence.

Actual information on the application blank for individual campers may include:

- Address of camper (zip code sorts may reveal some of your best markets)

- Home phone number
- Birthdate
- School and grade (Specify whether you wish the grade at the time of enrollment or the following fall)
- Parent's and guardian's names and emergency contacts
- Work address and phone numbers of each parent and guardian
- Height and weight
- Religious affiliation (particularly if special arrangements are made for attending religious services out of camp)
- Name of a friend the camper wishes to have in the same living group
- Where the camper learned about camp
- Other organizational programs or activities in which the camper participates
- Any physical, psychological, or mental disabilities which may require special attention
- Sex
- Any previous camping experience.

In addition, there is usually a paragraph which the parent or guardian signs giving permission for the child to be enrolled in camp for the given session, stating that he/she will pay the camper fee or in the case of adult campers, a paragraph which the person signs stating the session for enrollment and that he/she will pay the given fee. That paragraph may include:

- A release for the camp to use any photos taken at camp
- A statement as to the fact that the child qualifies for the Summer Feeding Program (by family income)
- Information about the family's or individual's health insurance carrier (if the camp is not providing health and accident insurance on the camper)
- A medical and surgical release statement. (In some communities, this statement must now be notarized as a requirement of the local hospital.)
- Information as to whom, if anyone other than the admitting parent, a minor camper is to be released
- Any special dietary requirements.

Actual information on the registration form for groups may include:

- The name of the organization or group, and its address and office phone number
- The name of the responsible adult who will be in charge of the group at the time of their arrival
- The name, address, and phone number of the person making the reservation
- The number of persons who will be present, including some breakdown by sex and general age grouping
- Where the group learned about the camp
- The planned arrival and departure times

- What services will be covered in the contract: meals, staff for program, equipment, linens
- The rate that the group will be charged
- The amount of deposit required, and cancellation policies relating to refunds and deadlines
- Any rules which the group leadership must agree to in advance on behalf of the group (alcoholic beverages, drugs).

Some camps, by their special nature, have rather specific entrance requirements or limitations necessitated by the owners' purpose and program. Those entrance requirements should be clearly spelled out in the promotional materials and on the registration form. The registration form should elicit all information necessary to determine if an applicant meets those requirements. All camps have some requirements even though they may be only a given sex or minimum and maximum age.

Brochures and Flyers

The most traditional method of telling people about the camp experience is the printed word. The size and quality of printed materials marketing the camp experience varies greatly. Many camps print a high quality undated four-color brochure which is used for several years in conjunction with a rate and date sheet that is updated annually. Other camps print a new brochure annually. Some camps simply have to send out an announcement with an application form — but that happens less and less frequently in this competitive age.

To be effective, a brochure must be targeted to a specific audience and seldom can speak to multiple audiences effectively. Therefore, a brochure requires careful consideration. If there are a variety of audiences to be reached or significantly different programs to be marketed, several smaller brochures, rather than one extensive one, may be more effective. (Type size may not be important in the development of a brochure aimed at youth, but adults prefer ten point type for ease of reading.)

A brochure need not be expensive to be attractive and effective, but it does need to look professional. A camp director may not have experience in this area and therefore should seek the help of a volunteer from the design and printing professions or hire assistance. Although there must be clear definition in the camper recruitment material for parent consumption of age and maturity of staff, type of program and instruction, refund policy, health and age requirements, and values; materials directed to the camper will deal more in terms of fun, adventure, specific program activities, and peer relationships. On the other hand, a brochure promoting the group rental of facilities will emphasize comfort, types of facilities available, the beauty of the setting, good food, and value.

Words should be used sparingly; pictures and open space should make up a large part of content. It is better to use good art work than poor photographs, though a good picture always speaks best. Although four-color materials are very attractive, a color stock paper with one color ink and the use of screening or reverse techniques

can also produce an attractive brochure at a lower cost. In a limited budget situation, one might consider an enrollment card on a page of the brochure and another page as the back cover with space for an address label and postage imprint for a self mailer.

Visual Presentations

However good a brochure is, it is impossible to capture the full visual and emotional impact of the camp experience on paper. That is more effectively captured in the voice of a person who has been there along with illustrating pictures of the camp experience. Color slide presentations, movies, and videos are techniques which combine both of those qualities. There are advantages as well as disadvantages to each in certain settings.

Again the principle of quality prevails, and it is better to do something simply and do it well than to produce a highly technical movie or video which is done poorly. Therefore, a camp director will do well to start with good slides and either a first hand or taped narration until they have the time, budget and expert assistance to move to the next level. With the availability of amateur volunteers with home video cameras, it is difficult not to immediately take advantage of tape offers. To be effective, such filmed efforts need to be carefully planned, scripted, filmed and tightly edited. It is better to take the extra time and money and do it right when so much hinges upon telling the story effectively. Try to limit your audio visual show to eight minutes. That is a short time, but people's minds wander when it goes much longer. Supplement your show with ten to fifteen minutes of personal presentation, which may include a camper or staffer.

Though some camps are utilizing video tapes in place of brochures, a person present with the slides, movie or tape is certainly preferable in terms of a face-to-face sale. Where used as a brochure, the video has the advantage of multiple showings and the potential involvement of many friends and neighbors. On the other hand, however well made such a presentation is, the sales world knows that someone needs to be there to make the sale — to ask the prospect to enroll and sign on the dotted line.

Whatever is done should follow good marketing principles and the prospective audience determined first, and the presentation designed to address, captivate and sell that audience.

Prospecting

A brochure, video, movie, or slide presentation, however good, is of little value unless there is a good, qualified prospect to whom it can be presented. Developing lists of qualified prospects requires a system, consistent follow up and good planning. With the help of the demographics of the earlier marketing analysis, an interested group can then brainstorm for sources of prospects. The best source is previous campers/groups and staff. Firsthand recommendations are best. Therefore, a system of asking for names of friends or children of friends must be devised.

A personal contact is most effective. Incentives for names and addresses is another approach.

When following up on names received from other individuals, sending materials with a personalized note indicating "you were recommended by _____" helps make the materials be remembered. Of course, individualized follow-ups by telephone or in person will strengthen the chance for enrollment.

A file should be maintained on each prospective camper or group including as much personal data as can be secured: name, address, phone number, name of person referring the prospect, age (if an individual), type (if a group). A file of index cards often suffices, though the more sophisticated operation may computerize the list and develop a system to transfer persons to the enrollment file as individuals or groups are signed up. All inquiries received by telephone, mail or at events such as camper fairs or slide showings should be entered into this file.

Camps that are operated under the sponsorship of organizations or churches and synagogues have a natural opportunity for getting referrals from other members as well as membership lists in specific age categories. Careful study needs to be given to how members of the organization can be reached for recruitment purposes in the most personal manner. Where members are recruited through troops, clubs or other neighborhood groups, there is a natural opportunity for interpretation of camp through the troop, club, and group programs and activities; such interpretation of the camp should be part of the ongoing program and emphasis of each group. Many organizations try to get members of a troop, club, or group to come to camp together during the same session. Parents' meetings during the year also offer opportunities to interpret the value of camp for children.

There are businesses which sell list of names and addresses based upon the specifications given by the customer. For example, a camp may specify that it will purchase all labels for families of a certain income (1), in certain zip codes (2), and with children of a certain age range (3). You have presented the company with three specifications which they have to meet, and you will be presented with a set of labels accordingly. One should recognize that in this type of marketing one will do extremely well to secure a 5% response in inquiries. More commonly a 1-2% return rate is found.

Similarly, where a camp is marketing to groups for rentals or programs, these organizations offer a natural marketing target. Direct your promotion to the key individual in that group who can make the buying decision. Offer some benefits that an individual may prize. However, few organizations today can rely solely on their membership for campers or groups, but certainly interpretation and promotion of camp to these organizations is much easier and more effective than to the public at large.

At this point, reference to the earlier market analysis will indicate the neighborhoods, schools, zip codes, or organizations from which more campers and groups have previously enrolled. It will usually prove much more effective to market in areas where sales have been made previously than to pioneer totally new territory. It takes less time and budget because you have built-in recommendations and

contacts, and you will be presenting to people with a built-in receptiveness to your message.

Promotions

Where recruiting individual campers, a plan for recruitment parties or events by neighborhoods should be developed. The most effective is when a parent or several parents invite prospective campers and their parents to a home for a private presentation by the camp director or staff member. An invitation from a neighbor or friend stimulates more interest than an invitation received cold by mail or from someone the person does not know. Where it is difficult to utilize a home, the same method will work in a school, motel, or church, but with several parents of former campers inviting people.

An existing community center or agency in the area may be willing to provide a meeting place and an avenue of announcements (bulletin boards, newsletter, club groups, or teams). Returning campers from the neighborhood may be asked to invite friends and stir up interest. They may then be involved in the program which should also include a visual presentation of camp. Parents may also be invited, and should be given an opportunity to ask questions.

Many camps rely on referrals from social workers, agencies, the court system, or its agency membership. In these cases, early contacts with the persons responsible for such referrals is important so that the director can establish a good relationship with changing personnel at the agency and develop a plan for working together.

Many camps can cultivate schools or churches and synagogues for the opportunity of presenting a program to an assembly, a class group, or to distribute descriptive material. Though the willingness of a particular public or private school to permit this approach varies, it is worth exploration.

Where the camp property is close enough to a population center, the director can make it available to groups for their use during the fall, winter and spring. Day trips or overnight and weekend camping trips on the camp property offer an excellent opportunity for the group leader to describe summer camp experiences. During these trips, the director should see that displays, slide shows or videos, and photographs are available which show summer activities.

An off-season campsite with all the attractive amenities stored (canoes, horses, waterfront equipment, archery) does not do well in promoting summer sales to visitors. Special care should be taken to have attractive staff, audio-visuals, and a sampling of camp songs, games, and activities to give visitors a taste of the magic of the regular season.

Similarly, in recruiting groups, it is good to invite leaders of prospective groups to visit camp while other groups are in operation. Having them see first hand the type of facilities and services offered can be an effective marketing tool.

Although these approaches are the most successful for many camps, others will need to resort to broader approaches, some of which are quite expensive. In most of these methods, the director must expect a low inquiry rate, probably a maximum

of one to five percent. Each of these methods have been found by some camps to work for their particular situation:

- Advertising in magazines and newspapers — requires an attractive professionally designed ad and, to be effective, must be run on a regular basis during the peak period for enrollments.
- Posters — must be eye-catching and should include tear-off blanks to request more information, or placement of brochures nearby.
- Quantities of brochures in public locations — choose carefully the locations where your type of customer would shop, stop, or browse. Generally this can not be afforded except with a relatively inexpensive brochure.
- Bulk mailings to lists — these may be membership lists of organizations or may be purchased lists which are based upon certain specifications. With the volume of bulk mail received by the public at large, such a mailing must be eye-catching and have a response gimmick to make it pay for itself.
- Referral services — agencies which will list your camp and refer it to persons who inquire of them about a camp to meet the needs of their children. Some agencies charge the camp a percentage (10-15%) of the camp fee of children who actually enroll. Other agencies, particularly non-profit agencies, who are there to serve a specific population will refer campers as a service to the parent, with no charge to the camp.
- Radio/TV spot announcements — expensive unless you qualify for public service time. Announcements need to be professional in appearance and stimulate a call to a phone number to receive a free booklet or premium.
- Camper fairs — events where a large number of camps are invited to set up individual booths to interpret their camp. The event is publicized and advertised broadly and large numbers of people flow through a fair for its duration. A booth must have a lively visual, and aggressive but personable staff to distinguish the camp from the many others in the line-up.

Some camps offer incentives to staff or campers who sign up or recommend new campers. These incentives range from pennants or T-shirts to cash discounts on camper fees or bonuses on staff salaries. Obviously volunteer referral and genuine enthusiasm are preferable.

Again it is important that a plan for marketing be developed that selects which of these marketing devices will be used and in what fashion. For instance, to advertise in any and every publication is not a wise use of funds. Diane Meckler of the *New York Times* states:

"An advertising campaign is not an end unto itself in securing enrollments, but a means for securing prospects who can then be turned into enrollments. (When) you have defined the target audience geographically, by your cost, and by your specialty, you are ready to choose the right (medium) for your advertising campaign."⁶

6. Meckler, Diane. "Marketing," *Camping Magazine*, 61:1, Sept./Oct. 1988, p. 23

It is to the director's advantage in planning, buying supplies, and employing staff to start camper enrollment as early as possible. It takes time to develop a pattern of early enrollment but it can be gradually encouraged. On the other hand, certain weather changes or seasons do encourage thoughts about camp — the arrival of warm days in the spring or a vacation period when the youngsters are around the house a great deal.

Marketing is an ongoing year-round process which involves not only the direct recruitment of campers and groups but also the constant interpretation of the values of the camp experience. It is the foundation of all good financial development, public relations, and community relations. It is an attitude that will hopefully permeate each and every staff member and will be heard in the voices that answer the telephone, seen on the faces of those who greet campers and parents, and sensed in the response to various and sundry complaints.

Checkpoints

1. Do a market analysis of your camp.
2. Locate all printed materials previously used for camp promotion. Study them in light of the camp's objectives and of your market analysis. Ask an unbiased outside expert to critique them for you.
3. List the steps that can be taken in light of your market analysis; arranging them in order of importance.
4. Develop a market plan for your camp, calendared for one year.
5. Implement and follow through.

Related Standards

1. B-9, E-10, 17, SB-4
2. Self-Assessment Document: items 15, 17-18

NOBLES DAY CAMP, MASS



"The center of the camp is the camper . . ."

The Participant

7

"The center of the camp is the camper. He is the only reason for operating the . . . camp. As the center about which all life revolves, we need to give our immediate attention to knowing him, to helping him learn to do things for himself, and to helping him learn to do things with others. The . . . staff is in camp for that purpose."

Elmer Ott¹

Recruitment of a camper or group is only the first step in building toward a positive growth experience in line with your camp objectives. Preparatory assistance needs to be given to the participant before his/her arrival at the camp site.

Preparation of Individuals

A camp director who begins or concludes enrollment of a camper with a personal interview will already have begun this preparatory process. In addition, after an interview, the camp director will have a better idea of who that camper is and how he/she will fit into the camp setting.

However, many camp directors are not able to interview every new camper, and thus it is most important to carefully prepare a plan for the orientation of campers. The first step is the mail confirmation of enrollment and receipt of the deposit, indicating pleasure that the camper is coming to camp and when he/she might expect further information.

An information packet, which may include any number of items, is usually sent to the camper and his/her parents at least two months before the camper is to arrive at camp. A number of items could be included in this packet.

1. A sample clothing list — indicating the type and amounts of clothing needed. If special equipment, such as boots, riding gear, or sleeping bag is needed, specifications or hints should be given as to type and potential sources. Information should also be given about the appropriate marking of all possessions with the camper's name, to assist in lost and found problems. If there are restrictions about personal items such as radios or guns then those restrictions should be spelled out.

1. Ott, Elmer. *So You Want to Be a Camp Counselor*. New York, N.Y.: Association Press, 1949. p. 21.

2. Information about laundry — showing whether the camp will arrange for service, whether the camper washes his/her own clothes, or whether quantities of apparel suggested are usually ample for the length of the camp session.
3. Health history and examination information — enclosing a form with information the parent needs to provide in terms of health history. And, if an examination is required, the information the physician needs to furnish, maximum length of time allowed between examination and camp opening, inoculations required, health care available at camp. See *Illustrations 13.2 and 13.4* in Chapter 13.

Special attention should be paid to the health examination form to make sure it is mailed early enough for parents to arrange for an appointment with the physician. The form should be explicit about the information needed in addition to the health examination, such as:

- Health history — allergies, operations, previous illnesses, inoculations
 - Medications which the camper is taking with written instructions from the doctor
 - Surgical/medical release signed by parents (some hospitals now require notarized signatures)
 - Health insurance information (if the parent's insurance is expected to cover any incidents at camp)
 - Emergency addresses/phone numbers of parents/guardians.
4. Information on transportation to camp. Will parents be expected to transport camper to camp? Is group transportation provided and if so, times, fares, etc? Are arriving campers met at air, train, bus terminals and is there a charge? In day camps, a schedule of the pickup and drop points for campers along with the times of such pickups and drops, as well as a plan for emergency arrangements.
 5. Visiting days, or times, if any.
 6. Information on mailing address, telephone calls, if accepted, and the handling of mail and packages containing food items for campers.
 7. Information on worship services at camp and availability of services out of camp, especially if family wishes child to attend special services out of camp.
 8. In day camps, explanation of the plan for daily lunch — what is to be brought by the camper and what is to be furnished by the camp.
 9. In day camps, if there is to be an overnight offered during the period, the plan and preparation for such.

When the majority of campers come from the same population center, many camps have an orientation sessions during April or May to answer any questions campers and parents may have and to prepare new campers for their first year at camp. This session may include introduction of staff for the summer, slides or movies, and comments on what to bring to camp. It will also provide a chance for campers of the same age groups to get acquainted.

Preparation of Groups

Preparation of individuals who are coming as part of rental or program groups is no less important, but does not require the same direct contact with the individuals since the group leader or organization takes that responsibility. Since the information is to go through that second party, it is even more important that the information be thorough and clear, as well as sent with the confirmation of the reservation.

Such an information packet could include:

1. A map of the camp property, as well as directions on how to get there
2. A description of the sleeping accommodations and what is furnished in terms of bedding
3. Rules and regulations which affect the activities and behavior of the group i.e. alcohol, radios, firearms, drugs, skateboards, etc
4. What health care, if any, will be available
5. The camp telephone number for emergency purposes
6. If program staff of the camp is being utilized for specialized programs, any information about clothing, equipment, etc. that participants are expected to bring.

When preparing the material indicated above, the director should assume that the persons reading it will know nothing about camp. The words and information should be checked for clarity. Every opportunity should be taken in the material to emphasize the potential fun, excitement and values of the experience.

Human Growth and Development

Preparation of the participant is important. It is equally important however, that the director and staff be cognizant of the human growth and development characteristics and any special needs of the age groups being served. It would be ideal if the director and any full-time program staff had completed courses in human growth and development during their college curriculum. However, this is not always the case, and certainly many of the seasonal staff will not have had such courses.

It is difficult to plan effective program or even hospitality service unless one has an understanding of the particular characteristics and needs of the age group being served. An overview of varying age groups is shown in *Illustration 7.1* as a stimulant to learning more about the applicable groups. This material was developed by Jean E. Folkerth for the Project REACH Camp Staff Training Series.²

2. Folkerth, Jean E. "Developmental Characteristics." Farley, Dr. Elizabeth, Editor. *Perspectives on Camp Administration*. Martinsville, Ind.: American Camping Association. Pursuant to grant no. 007901333, Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U.S. Department of Education. pp. 26-28.

Illustration 7.1

DEVELOPMENTAL CHARACTERISTICS OF 5-7 YEAR OLDS

Physical Growth and Development

- Period of slow growth.
- Body lengthens, hands and feet grow larger.
- Good general (large) motor control, small muscles and eye-hand coordination not as developed but improves about 7.
- Permanent teeth appearing.

Behavior Characteristics

- Attention span short, but increasing.
- Activity level high.
- Learning to relate to persons outside family.
- Learning concepts of right and wrong.
- Becoming aware of sexual differences.
- Developing modesty.
- Becoming self-dependent and given time, can do things for themselves.
- Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive.

Special Considerations

- Active, boisterous games with restrained jumping and running are good.
- Climbing and use of balance boards good.
- Rhythmic activities, songs and dramatics good.
- Limit activities to 15-30 minutes, since attention span is still short.
- Training in group cooperation, sharing, and good work habits important.
- Need concrete learning and active participation.
- Freedom to do things for self, to use and develop own abilities.

DEVELOPMENTAL CHARACTERISTICS OF 8-10 YEAR OLDS

Physical Growth and Development

- Growth slow and steady.
- Girl's growth spurt occurs about two years ahead of boy's.
- Slow-maturing boys at a disadvantage because of stress on physical ability.
- Before the growth spurt, boys and girls are of equal strength, afterward boys are stronger and often develop athletic skills and prowess.
- Large muscles still developing, but control over small muscles is increasing.
- Manipulative skills and eye-hand coordination increasing.

Behavior Characteristics

- Stable traits are aggressiveness in males and dependency in females.
- Age group is usually energetic, quick, eager and enthusiastic.
- Often restless and fidgety, need action continuously.
- Eager for large muscle activity, organized team games.
- Noisy, argumentative, yet highly imaginative and affectionate.
- Self-conscious and afraid to fail, sensitive to criticism.
- Interest fluctuates, time span (interest) short.
- Group-conscious, the age of clubs and the "gang" element.
- Boys still tend to play with boys, girls with girls. Boys and girls becoming rivals and beginning steps toward heterosexual relationships evident.
- Beginning to learn about moral judgments and learning to apply principles to determine right and wrong.
- Tremendous interest and curiosity about everything around them.
- Beginning to achieve independence outside family and learn to relate to adults.

Special Considerations

- Need praise and encouragement.
- Exercise of both large and small muscles, by using whole body activities, team sports, arts and crafts, dramatics.
- Want a best friend, and membership in a group.
- Need definite responsibility and training without pressure.
- Need a reasonable explanation and guidance to channel interests and answer questions.

Illustration 7.1

DEVELOPMENTAL CHARACTERISTICS OF 11-13 YEAR OLDS

Physical Growth and Development

- A "resting period" followed by a period of rapid growth in height and weight. This usually starts between 9 and 13, although boys may mature as much as 2 years later than girls.
- At these ages, girls are usually taller and heavier than boys.
- Reproductive organs maturing. Secondary sex characteristics developing.
- Rapid muscular growth.
- Danger of over-fatigue. Girls are becoming gradually less active.

Behavioral Characteristics

- Wide range of individual difference in maturity level.
- Gangs (groups) continue, although boys tend to be more loyal to the group than girls.
- Time of awkwardness and restlessness.
- Teasing and antagonism exist between boys and girls.
- Opinions of group become more important than those of adults.
- Tend to be overcritical, rebellious, changeable, uncooperative.
- Self-conscious about physical changes.
- Interested in making money.
- Imaginative and emotional with hero-worship evident.
- Asserting independence from adults, although time of strengthening affectionate relationships with specific adults.

Special Considerations

- Greater interest in outdoor activities.
- Competition keen. Willingness to submerge self for benefit of group (team).
- Organized games needed. Boys and girls begin to differentiate play preferences, thus making co-recreation difficult.
- Skill is essential for successful group participation. Students willing to practice skills, but need guidance.
- Boys greatly interested in team (group) sports.
- Discipline can be problem because of "spirit" of group.
- Good age for camp because of general enthusiasm.

DEVELOPMENTAL CHARACTERISTICS OF 14-16 YEAR OLDS

Physical Growth and Development

- Sexual maturity, with accompanying physical and emotional changes.
- Skeletal growth completed, adult height reached (95%), muscular coordination improved.
- Girls achieve puberty at 13, boys at 15 (on average).
- Variance great because some complete adolescent development before others start. Girls are generally about 2 years ahead of boys.
- Skin difficulties and complexion problems evident. Can require medical care and be a cause of real emotional concern.

Behavior Characteristics

- Between 12 and 15, shift from emphasis on same sex to opposite sex. Girls develop interest in boys earlier than boys in girls.
- Concern about physical appearance.
- Social activity increases, preoccupation with acceptance of group.
- Increased learning and acceptance of sex role.
- Time of adjustment to maturing body.
- Achieving independence from family a major concern, yet may have strong identification with admired adult.
- Searching for self and self-identity.
- Beginning of occupational choice.
- First love experiences and going steady occur.
- Going to extremes, "know-it-all" attitude may be evident.

Special Considerations

- Acceptance by and conformity with others of own age important.
- Need unobtrusive adult guidance which is not threatening.
- Need opportunities to make decisions.
- Provision for constructive recreation.
- Assurance of security, being accepted by peer group.
- Understanding of sexual relationships and attitudes.
- Opportunity to make money.
- Boys leisure activities tend to still center on "sports," but girls generally spend more time "going places with friends," talking on telephone and other indoor activities.

Illustration 7.1

DEVELOPMENTAL CHARACTERISTICS OF OLDER CAMPERS

Older Adolescents and Young Adults

- Becoming independent and making it on their own.
- Developing skills, knowledge, and competencies to earn a living and achieve success in adult life.
- Continuing to learn about self.
- Idealistic view of adult life.
- Interests narrow and "specialization" in one or two areas emerge.
- Acquiring skills, attitudes and understanding of person of opposite sex.
- Choosing a mate.
- Formulating values and developing a philosophy of life.
- Choosing and entering a vocation.

Adults

- Achieving satisfaction in one's vocation.
- Assuming social and civic responsibilities.
- Developing skills that are family-centered.
- Becoming parents and raising children to become responsible and well-adjusted.
- Learning to relate to parents and older adults.
- Testing and refining values.
- Learning to cope with anxiety and frustration.

Older Adults and Senior Citizens

- Building a new relationship with grown children.
- Learning to relate again to one's spouse.
- Adjusting to declining energy and physical changes of aging.
- Coming to terms with one's life goals and aspirations.
- Developing leisure activities.
- Adjusting (if necessary) to reduced incomes.
- Adjusting to changing roles, interests and capabilities.
- Accepting the reality of death.

Special Problems

However well one understands human growth and development, there are special types of problems and situations which arise that require some advance planning on the part of the camp director. The staff should be prepared to deal with those problems based upon training and information, rather than intuition.

Enuresis. It is not unusual for younger campers to be faced with the embarrassing situation of bed-wetting in the resident camp setting. Children mature at this point at varying speeds. Camp is not the place to try to treat or remedy the condition. The role of the counselor is to avoid embarrassment or humiliation of the camper before his/her peers. A procedure for dealing with the clothes and bedding should be developed so that counselors can deal with this quietly and sensitively.

Encopresis. Neither is it unusual for younger campers to 'soil' themselves in the process of play or excitement. Again the key to the situation is to avoid embarrassment or humiliation. The counselor may also help the situation by encouraging a regular time for a bowel movement, or reminding the youngster about going to the toilet.

Sleeping Problems. Sleepwalking or nightmares may occur and if there is a history of either; the counselor will need to be particularly watchful of such campers.

Anorexia Nervosa and Bulimia. These conditions tend to be more a problem of girls who are concerned about weight gain. Adolescent girls often limit their

food intake to a degree that can be problematical or go on eating binges, followed by inducing vomiting to rid themselves of the food. These are not problems that can be solved at camp unless there is a person with understanding and training of these maladies on the staff.

Stealing. This problem may be best handled by discussing it with the group, and exerting some peer pressure. When it is discovered that a youngster has stolen something, he/she should be confronted, faced with the responsibility of returning the item and apologizing. Some discussion with the affected group is important, but ostracizing the individual should be avoided.

Hyperactive. Though most youngsters can be overactive at times, the hyperactive youngster is impulsive, inattentive, hyperactive — races ahead, takes chances, and seldom sticks to any activity or goal. The role of the counselor is to protect the child from his/her own actions, and to try to get the child to participate in the normal activities. This requires considerable supervision. Some youngsters will be on medication for this condition, and it is important that the counselor be alerted.

Homesickness. Perhaps the most common camp malady, many youngsters miss parents, friends, home or pets and become despondent and tearful. Though involving the youngster in activity that helps one gain friends and forget home is one solution, it is not as easy as it sounds many times. Counselors need guidance during staff training as to how to deal with this problem, and how it may affect the living group, and when it becomes necessary to consult with the supervisor or director.

Suicidal behavior. Society has become much more aware of the seriousness of suicide among youth. Counselors need to be helped to understand the signs of depression, and the types of symptoms that often precede suicidal behavior. Any such behavior needs to be considered serious, and dealt with carefully not only by the counselor but by administrative staff as well.

Sexual behavior. Young people often find camp as an opportunity to 'act out' sexual behavior, given that they are in regular contact with peers and out of their home environment. This behavior may be aggressive heterosexual or homosexual in nature, and may be somewhat open in the group or secretive in nature.

It is important to deal with sex honestly and openly without great moralizing, and to help youth understand the normality of sex but also the accepted behavior patterns and the respect of other's rights.

Abuse. Camp is often the place where abusive behavior that has occurred in the home environment comes to the surface, as youngsters find adults they can trust and admire. Signs of abuse can also be picked up by counselors in the living situation, if they have been given appropriate training. For example, the observation of unusual bruises or scars as the counselor observes youngsters changing clothes or in the shower should give cause to discuss the potential of physical abuse with the camp nurse and director.

Symptoms of sexual abuse are less easily observed. Some symptoms are identified by the National Center for Missing or Exploited Children:

- "Changes in behavior, extreme mood swings, withdrawal, fearfulness and excessive crying.

- Bed-wetting, nightmares, fear of going to bed, or wearing lots of clothes to bed.
- Acting out inappropriate sexual activity or showing unusual interest in sexual matters.
- Regression to infantile behavior.
- A sudden acting out of feelings or aggressive or rebellious behavior.
- A fear of certain places, people or activities, especially of being alone with certain people . . .
- Pain, itching, bleeding, fluid, or rawness in the private areas."³
- Abuse of animals.
- Persistent and inappropriate sex play with toys or peers.
- Inappropriate understanding of sex (for the child's age).

Staff should have a clear understanding of what steps to be taken should there be any suspicion of abuse before or during camp.

Chemical Abuse. Camp is not isolated from the opportunity for youth to bring alcohol, tobacco or nonprescription substances into camp for consumption or sharing with other campers or staff. Certainly there is a high consciousness of chemical abuse, and ample materials available for the education of the director and staff. There are legal implications which need to be understood by the staff and director, as well as campers. Most importantly there must be an attitude on the part of the camp director that it can happen at camp and adequate preparation made and training given before the campers arrive. There should be clear statements in the literature distributed to campers and staff as to the camp's position in this area, and the consequences if violated.

Vandalism. When personal or camp property is vandalized by campers, it may be a symptom of deeper problems. However, youngsters should be dealt with directly and in a fashion to help them gain an understanding not only of the seriousness of this behavior, but also some part in the restoring or replacing the vandalized property.

Stress. Though this is a causal factor rather than a behavior, there is enough stress imposed upon youth in today's society that it is important to underline the necessity of consideration of it in staff training and supervision. Dr. David Elkind has probably been the most articulate voice about the stress on children in his book *The Hurried Child*. He states:

"Children and teenagers are being hurried today as never before. Clock hurrying, being asked to do or achieve too much in too little time, stresses children directly and gives rise to many stress symptoms such as eating, sleeping, and learning disturbances. Calendar hurrying, being asked to do the wrong things at the wrong

3. National Center for Missing and Exploited Children. *Camp Director's Guide: Preventing Sexual Exploitation of Children*. Washington D.C.: Office of Juvenile Justice and Delinquency Programs, U.S. Department of Justice. 1988. Rhulen Agency in cooperation with the American Camping Association. p. 19.

time, stresses young people indirectly by lowering self-esteem and thus rendering them more vulnerable to stress. The result is a dramatic rise in stress related behaviors in all age groups."⁴

The role of camp should be to relieve the stress of children rather than creating stress in the negative sense. Helping staff understand their role in this endeavor is another step toward preventing some of the problems or acting out behavior.

Discipline

When dealing with a large number of youth from a variety of backgrounds and family patterns in a setting where they can try new and different behaviors, there will be instances when those behaviors will be unacceptable and require discipline. The camp that enumerates a lengthy list of rules immediately upon arrival at camp invites the violation of those rules. Yet some rules are necessary in any society, and the method of educating youth to those rules and gaining their participation in setting and agreeing to those rules is critical to the educational purposes of the organized camp.

The methods of, and circumstances requiring discipline should be clearly outlined during the training of staff. At the same time, counselors should be helped to understand some considerations outlined by Hartwig and Myers in their book:

- Accept campers' occasional need to rebel.
- Recognize that campers can not always manage the entire job of self-control, but the counselor should not hesitate to clamp down when necessary for the good of the child and the group.
- Know that the child has an obligation to the values of his peer group.
- Occasionally prod, but recognize the great desire the camper has for a moment of laziness.
- Recognize that backsliding occasionally seems to be the right of all human beings.⁵

Discipline measures should be used sparingly to be effective, and never vindictively. Punishment is the easy way out, and should follow the deed as soon as possible and have some relationship to that deed. Work as a punishment creates a poor attitude toward work unless the punishable deed created work for others. Withholding food is another punishment that does not prove positive.

Certainly any physical action toward the camper is unnecessary and must be avoided at all costs. Verbal abuse can be as destructive as physical force. Both of these actions are often the result of stress on the part of the counselor. Part of the function of staff training and the supervisor is to sensitize the staff to symptoms of stress and ways to relieve the stress.

Role playing situations which require disciplinary action or posing situations for

4. Elkind, David. "The Hurried Child." *Camping Magazine* 58:1 September/October 1985, pp. 25-26.

5. Hartwig, Marie and Myers, Bettye. *Children Are Human Even at Camp*. Minneapolis, Minn.: Burgess Publishing Company, 1961. p. 65.

group analysis are techniques which may help staff gain better understandings of the variable situations which they may face as well as appropriate disciplinary measures.

Checkpoints

1. Identify everything a new camper needs to know about camp before his/her arrival.
2. Organize the steps parents of campers need to take before camp in chronological order.
3. Identify what you would need to know as a leader of a group that is bringing a group to your camp for the first time.
4. Check your written materials to make sure they reflect the above information.
5. Outline in the pre-camp training schedule, how and where, the appropriate human growth and development aspects, as well as problematic behavior, of campers is covered.
6. Examine the camp program and schedule in light of preventing unnecessary stress in the lives of campers.

Related Standards

1. B-9, 10, BT-5, E-8, 10, 12, 17, G-5, SB-2, 3, 4, 5, 6, 7, 8, 9
2. Self-Assessment Document: items 11, 18, 33, 35-38

EASTER SEAL CAMP FAIRLEE MANOR, MD



Selection, Development, and Maintenance of the Site

8

"To guide the orderly development of any camp site, a plan is needed. This will govern the total development that may take place over a period of years . . . While it may seem a lot easier and much more fun to skip planning more or less completely, such a course . . . can only lead to headaches, trouble, and possibly disaster. Impatience to get the job done and over with and unwillingness to spend money for professional planning services are poor excuses for not using hard won . . . funds to produce the best possible result."

Julian Harris Salomon¹

The physical setting of the camp experience is an important element in the planning of program and if utilized to its greatest potential can make the best experience even better. On the other hand, the neglect of the physical property of a camp can make even the best program a miserable one for the participants.

The most valuable asset a camp owns is its physical site and the buildings on it. With less and less suitable land available for camping and with land continuing to escalate in value, the camp director has a tremendous responsibility to protect that asset for its use as a camp. Today there are many pressures from outside developers, urban sprawl, or from within parent organizations who are struggling financially to utilize camp properties for other purposes and gain the capital from its sale. The camp director becomes the guardian of this asset, not only from the viewpoint of discouraging the sale of the property, but also for making sure the property is accomplishing its purpose so well that discussion of its sale can easily be fended off.

Selection

Though most camp directors inherit a physical site, other camp directors rent facilities and therefore have the opportunity to select a site from time to time. The most fortunate of all camp directors are those who get to select a site and build a

1. Salomon, Julian Harris. *Camp Site Development*. New York, N.Y.: Girl Scouts of the United States of America, 1959. p. 29.

facility from the ground up, but this book is not designed to provide the steps necessary in that process.

However, as a camp director reviews a variety of camp facilities in the process of renting one, there are some guidelines that may be helpful.

1. Check to see if the appropriate local and state permits and licenses are available for review. Have there been appropriate water tests? Is the sanitation system approved and in working order? Has there been an inspection by the fire authorities? States and localities vary in their permitting systems and regulations and the absence of certain permitting processes or regulations mean that you must be more knowledgeable and more careful in your inspections and questions.
2. Review the camp site for health and safety factors. Are there apparent natural hazards? Are buildings well maintained or does their condition provide hazards? What is the swimming facility like? Is the kitchen clean and rodent free?
3. Look at the layout of the property, location of buildings, the natural environment of the camp, and program facilities. Do they complement your program philosophy and goals?
4. Check the location. Is it convenient enough for transportation to and from the areas from which you draw campers or the transportation terminals?
5. Determine the distance to the closest medical, fire and emergency services.
6. Survey the camp's closest neighbors. Will the homes or activities that surround the camp create potential problems?
- 7. Look for security problems. Are there any obvious ones that might endanger campers or staff? How easily is access to the camp controlled?

Development of an Owned Site

A camp property is in perpetual change, and every camp director is faced with the necessity of making decisions about changes in the physical layout or building new structures, as well as remodeling and repairing older structures. This may not be the primary interest of the camp director, and it may seem to be an interruption of the more important aspects of programming and service to people.

The wise camp director understands that form follows function and will work to help develop a facility that follows the program functions of the camp. If there is not a master site plan which has resulted from a long-term look at the camp's philosophy, market, program and finances, as well as facilities, then this should become the first priority of the director. To make extensive changes in the property without an overall plan could be both costly and frustrating.

A master site plan requires a commitment to study the overall camp situation and its potential, as well as facilities and land. In most cases, an outside consultant will be most valuable from the beginning of the process. Whether that person is paid or a volunteer, it is critical that the person have an understanding of organized camping, some depth of knowledge of camps beyond your camp, and basic

planning skills. Eventually you may also need the expertise of an architect and perhaps a landscape architect. There are professional camp site planning firms which offer services in this field, as well as individual consultants.

A master site plan will encompass a number of procedures:

1. A review and self-evaluation of the camp's purpose and philosophy
2. An analysis of the market now served and a review of what potential markets the camp may desire to serve in the future
3. A careful cost analysis of existing services and programs, as well as a look at potential funding sources
4. An inventory of present facilities and property
5. An inventory of present uses of each facility and uses of each portion of the property
6. Statements by the director, owner, and in non-profit camps, the committee/board, as to the purpose, target markets, and overall program of the camp
7. Development of a schematic site plan which would best utilize the existing buildings and the natural resources of the property, showing where new buildings or program areas might be constructed
8. Development of a time line and plan to accomplish whatever site plan is agreed upon after input and discussion between the planner, the director, the owner, and the volunteer structure, if any.

Though development of a master site plan is ideal, not every director will be able to wait on such a plan before instituting development. However, there are some steps which should be taken as good camp administration practices that will assist in making immediate decisions about such development. They will also be invaluable when you are at the point of retaining a planner and starting a master site plan.

First, make sure you have accurate maps of the property, topographical as well as schematic. If there is not a topographical map on file and you can not afford to have one made, purchase the U. S. Geological Survey map for your area. An aerial map will also prove valuable. There should be a survey map of the property which was secured at the time of purchase of the property; however, that is not always the case. The map should indicate property lines, highways or roads, rights-of-way or easements. Major buildings should have been added to the map as they were built. If there are questionable property lines which have not been surveyed, this should be a first order of business.

Second, make sure all utility and sanitation lines are drawn on a property map so that water, electrical lines, and gas lines (with cutoff points and valves) are clearly identified. Blueprints of buildings should be gathered in one location, as well.

Third, secure as much information about the land, vegetation, wildlife, and water resources as possible. State or county foresters, fish and wildlife personnel and conservationists will often be willing to walk the land with you and provide suggestions on reforestation, improving wildlife habitat, protection and improvement of lakes and streams, and other conservation measures that can be undertaken.

All of this information will give you clues as to areas that should not be developed with buildings or programmatic activity areas, and others where development will do less damage.

At this stage, if you do not have copies of the state, county, and local regulations which specifically apply to camps, they should be secured now. Obviously, these are a first priority in the development of the site, should the camp not already comply. On the other hand, state, county, and local health and sanitation officials often can provide guidance to developmental concerns in their areas as well as the adequacy of your waste disposal system, water system, and related sanitation concerns.

Fourth, uncover the inventories of the physical facilities and major equipment. If an updated inventory is not available, then one should be made, noting the years of construction of buildings and dates equipment was acquired along with identification numbers for each item.

Now that you have information that will allow you to do more intelligent planning, take a walk through the property, examining each building and program area, noting repairs needed, problems with erosion or natural hazards, and where additional development may complement program and appearance. This list obviously needs to be divided into repairs or corrections which need to be made immediately before the participants arrive to alleviate risks or which can be done quickly and easily, and those which may require more funding or assistance than is immediately available.

It is the second list which begins your development plan. These items should be prioritized, with those which affect health or safety receiving earlier priority than those which are cosmetic or programmatic in nature. Each development project should be evaluated against the information you have secured in your earlier surveys as to its effect on the natural environment, how its appearance fits into the overall esthetics of the camp and, as far as possible, its care-free maintenance. With this background, detailed plans should be developed, involving a structural architect or landscape architect or engineer where necessary. Only then are you able to begin to develop a budget and time line for completion. This becomes the camp's short-range plan until such time as an overall master site plan can be developed.

Maintenance

The first list of immediate repairs and corrections falls under maintenance, and should be resolved as part of an on-going maintenance plan. This plan is one that should be developed in collaboration with the year-round caretaker or ranger, who normally supervises overall camp maintenance. It should cover:

- A routine inspection of all facilities after their use by a group, to assess any damages and identify cleaning needs
- A regular schedule of painting or applying protective finishes to exteriors and interiors of buildings

- A schedule of draining, unhooking, and hooking up water lines, if the camp is located in the freeze zone and lines are not winterized
- A plan for checking and correcting erosion throughout the camp grounds, developing a plan for alternating activity areas or traffic patterns in order to restore a setting to a healthy environment
- A routine inspection schedule of all water and sewage systems, including the swimming pool and its maintenance, and a regular testing schedule of drinking water and the swimming pool
- A routine schedule of cleaning, lubricating, and checking each piece of machinery and equipment with moving parts, including testing smoke detection equipment and replacement of filters
- A schedule for routine inspection of screens, windows, railings, steps, docks, and roofs for replacement or repair purposes
- An annual inspection of all electrical service and heating systems.

Where routine schedules have been developed for cleaning, repairs, or testing, a written record of those inspections, giving dates and recording what is done, is wise. The keeping of a maintenance logbook with the scheduled dates and actual dates of inspections, replacements, and repairs will greatly assist other staff and document work done. Preventative maintenance will lengthen the life of buildings and equipment and make the facilities more attractive to guests.

As this plan is developed and calendared, it should help identify the pressure points where additional part-time or full-time maintenance assistance is needed or where certain contract services will alleviate that necessity. Much will depend upon the skills the caretaker or ranger brings to the job, and which skills need to be supplemented by additional help or training.

The director should give some thought to the potential involvement of volunteers in repairs. A work weekend at a resident camp site or a work day on a day camp site can accomplish quite a bit at very little cost, if adequate energy and time has gone into the recruitment of skilled parents, organizations, members, staffers and volunteers as well as campers and less skilled volunteers for general labor. Careful organization of the projects assigned to teams, proper tools and materials, and clear, written instructions are essential to the success of such volunteer experiences. Some projects are too lengthy or involved to be accomplished in a weekend, and others require licensed personnel and should not be attempted in this fashion. The food service may be a volunteer effort where everyone brings a food item and the camp furnishes basic food and supplies, or the camp might provide total food service.

It is always a temptation to leave much of the cleaning and minor repairs for the week when staff arrive for pre-camp training. Except where certain work projects are utilized for a one- to three-hour period to build staff teamwork and ownership of the site, it is unwise to use this valuable training period for such routine cleaning and maintenance.

Where the camp director has a supervisor or a volunteer committee off the camp site, it is vital to share information concerning facility needs and problems with the appropriate party on a regular basis. In this situation, it becomes a shared respon-

sibility because the camp director is not in a position to free the funds needed to undertake certain projects or to make a final decision about location and construction. Only as supervisors and committees are kept informed and involved in the overall site problems can a director expect assistance in finding unbudgeted funds to solve problems or expand facilities.

Where a site is rented for seasonal use, it should not be assumed that the owner is routinely taking care of these problems. At the time of signing the lease agreement, a careful inspection of facilities, and a list of expected repairs and maintenance should be made and incorporated into the lease agreement. An advance understanding between the director and renter about meeting state regulations, as well as any organizational standards, is vital. A clear understanding about cleaning in advance of arrival will, hopefully, save some frustration later. Before signing a lease agreement, the director should study it carefully to understand the responsibilities of both parties. It is advisable to have it checked by an attorney. Similarly, closer to time of the use of the property, an informal inspection should be made and reminders given to the owner about items not yet completed.

Essential to any extensive maintenance program is a building which houses tools, equipment, and vehicles, and has workshop space which is dry, heated, and with sufficient electric power to conduct repairs and build replacement items as needed. Adequate storage space is needed for supplies and extra beds, mattresses, and other equipment. Scott King, formerly a national staff member of Christian Camping International, points out that:

"At many facilities, one of the first things a guest sees is the maintenance building and the assorted objects and vehicles around it. Screen this area and other undesirable elements from the guest's view. A pleasing entry to your facility sets the tone for what guests expect when they arrive."²

Winterization

Since camps have traditionally been summer-only operations, buildings have often been built without protection of water lines from freezing temperatures and without insulation and heat. In the past two decades camp have steadily moved to operating longer than summer months. New camp buildings are almost universally being winterized and use of them planned for non-summer months.

The modification of summer-only buildings into winterized facilities is often an expensive and unsatisfactory proposition. An analysis of the types of use that can be expected and the nature of the user groups should be made before any steps are taken toward winterization. After this analysis, one is better able to judge the type of facilities that will attract these groups as customers, and whether it is feasible to modify existing buildings or whether the volume of business or service will justify the construction of new winterized facilities.

A camp should carefully consider the distance from the nearest metropolitan

2. King, Scott. "The ABC's of Facilities and Maintenance" *Journal of Christian Camping* 10:5 September/October 1988, p. 9.

area, which is most often the source of extensive off-summer use, as well as existing competition from other camps or conference centers in the area. There is no question that year-round operations can spread the cost of maintenance and staff over a larger number of users, thus making for better cash flow, broader accomplishment of purpose and goals, and certain economies. However, without the appropriate market or facilities, the opposite may occur. Certain costs will increase with winter use. Buildings will need to be kept at a minimum temperature even when not in use, and additional cleaning and maintenance will be necessary, so energy and personnel costs will rise. There will be increased wear and tear as well. Careful study should precede a move in this direction to make sure that increased usage will more than cover the increased expenses.

Written Records

Reference has been made to the importance of written plans, records and reports. The importance of written records will be commented on in the chapter on risk management. However, aside from the liability concerns, if, as has been stated, the property is the most valuable asset owned by a camp, then written records to insure its health and continuance are not too burdensome.

These records should include:

- A surveyor's map of the property
- A topographical map of the property
- An aerial map of the property
- A schematic map of the property showing facilities and program areas
- A map of the property showing all utility lines, cutoffs, disconnects and valves
- The property deed, and any related easements or rights-of-way
- The blueprints or construction drawings of buildings
- A record of each structure, its construction date and subsequent repairs
- A master site plan
- Any written reports of land or resource conservation management
- Inventory of all mechanical equipment, date acquired, serial numbers, repairs
- All warranty information on equipment, along with instructional manuals, and manufacturer's catalogs
- The ongoing maintenance schedule, with written checklist showing dates and work completed
- Inventories of supplies and minor equipment.

Checkpoints

1. Do you have the appropriate maps of the property — topographical, survey, schematic?
2. Do you have a map showing all current buildings with utility lines, cutoffs, disconnects, and valves?
3. Do you have an inventory of all equipment?

4. Do you have a maintenance schedule for all mechanical equipment on the grounds? For all buildings (painting, caulking, repairs)?
5. Do you have a master site plan? If not, are you working toward securing such?
6. Have you made an inspection of all buildings and program areas, listing needed repairs/corrections? Have you prioritized them and outlined a plan for their correction?

Related Standards

1. A 1-23, 25-29, SA 1-31, D 26, 27, 33, 36, F 12, 16, 20, H 13, SB 28, SF 7-8, SH 7
2. Self-Assessment Document: Items 1-8, 15, 20, 22



Risk Management

9

"Risk management is one of the most important tasks of camp administration . . . The board must establish risk management policies in conjunction with the director, and the director must work with the staff and campers in implementing the policies . . . The quality of the camp experience deteriorates in direct proportion to the extent of unreasonable risks to which the camper is subjected. A camper must be able to participate with confidence that the experience will be a safe one in regard to instruction given, the nature of supervision, and in environmental conditions. A safe experience is a primary responsibility in the conduct of a camp. However, fear of legal liability . . . should never be the reason for not having adventurous, challenging activities. Such activities are needed in today's society."

Dr. Betty van der Smissen¹

Although camps have always been concerned about the health and safety of the campers, it is in the litigious climate of the past three decades that camps have begun to use a terminology that developed in the insurance world — "risk management." This term implies an overall plan that seeks to manage the risks that might occur in any and every aspect of camp life.

Though the health and safety of the camper remains primary in any concern of managing risks, camps have learned that there are other aspects of camp that can potentially suffer through a poorly managed risk: the reputation of the camp, the health and safety of staff, the loss of camp property, financial losses, and ultimately, the loss of the camp as a resource for future generations. Some of those aspects are very tangible — money and property, while others are intangible — the camp's reputation and public attitudes.

Risk management is a system which pulls together a camp's physical, human, operational, planning and financial resources to control risks, and thus losses that might result from those risks. It is first an attitude — the attitude that risks can be managed and minimized, even when they can not be eliminated. To remove all risk from camp life would make the experience so dull and purposeless that the educational benefits of group living outdoors would be lost. Therefore, we develop a system in advance to identify and handle those risks in a variety of ways.

The areas in which camps face risks are generally tied to physical assets,

1. van der Smissen, Betty. Foreword. *Management of Risks and Emergencies: A Workbook for Program Administrators*. Kansas City, Mo.: Camp Fire, Inc., 1983. p. v.

personnel, fidelity and the loss of income. Physical or property assets can be lost through fire, floods, theft, vandalism, and negligence. Risks affecting people, whether campers, staff or the public, most often are tied to death, injury, abuse (physical, mental or emotional), and loss of their property. Fidelity risks relate to the loss of financial resources through theft, nonperformance of duties, or mismanagement. Similarly the loss of income is most often related to an event which closes the camp or prevents continuance of a camper period, thus requiring refunds or the nonpayment of fees.

In all of these areas, the camp may suffer direct loss of the asset and may become entangled legally. Of course, the goal of good risk management is to avoid both. Both the corporate entity and an individual can be involved in the legal action.

Litigation has become a byword in today's society, and no camp is exempt from lawsuits. To avoid them, one needs good advice in the legal as well as the camp management and public relations areas. The camp needs regular access to an attorney who has some understanding of the camp program and operation. This may require a period of orientation and education by the camp director. A good risk management plan is going to require advice from that attorney as to how to avoid legal entanglements without hampering the camp program.

The camp director also needs some basic understanding of law, which is divided into civil and criminal law. Though individuals in camps can be guilty of criminal acts, it is far more likely that camps will get entangled in the civil law area where an injured party is seeking financial compensation for an act of the camp or an individual at the camp. Such litigation is likely to be very costly, even if the camp has not been negligent.

Most litigation in camps is related to either contractual or tort laws. The camp enters into contracts with various businesses, individuals, campers, parents, groups and employees; some are written and some verbal. Where there is a disagreement concerning the terms of that contract, whether it relates to the refund of a camper fee or the purchase of equipment, litigation can develop. The development of language in implied contracts such as camper registrations, staff agreements and rental agreements needs careful thought by the author and review by legal counsel. Verbal contracts are even more difficult, and clear policy statements should be developed about who can make alterations in written policy or commit the camp to financial or other obligations.

Tort laws relate to wrongful acts against a person other than through contracts. They may be intentional or unintentional. Camps can avoid relatively easily the intentional torts since this involves such actions as slander, physical attack, or invasion of privacy.

However, camps are exposed to unintentional torts wherever there is an act of negligence. There must be some evidence of negligence which involves proof that:

1. The person in charge had a legal duty to the individual injured.
2. The person in charge violated his/her duty to prevent an accident or incident that was foreseeable.
3. That breach of duty was directly related to the incident.

4. There was actual loss or damage resulting from the incident.

Identification of Risks

The camp director needs to list as many potential risks as possible before methods of managing those risks can be chosen. Organizing those risks by types of exposures should help in this process. For example, areas listed could be:

- In physical activities (swimming, tripping, rappelling)
- To physical property or equipment (fire, theft)
- To personnel (injury, death, loss of personal property)
- To participants (injury, death, loss of personal property)
- Through contractual agreements
- Through defective products (equipment, food)
- Through actions of employees (supervision, maintenance of equipment or vehicles or property, behavior)

A review of accident and insurance reports, health service records, and any history of lawsuits will reveal the frequency with which previous losses from these risks occur. Those which show up most frequently should be starred. Consideration should be given to how severe various losses might be. For instance, though you have had no record of a drowning or head injury from rappelling, either loss could be quite severe in terms of a lawsuit, public relations, and long-term effect upon the participant. Those losses with greatest severity should also be starred. Obviously risks which are double starred provide the areas of first concern in terms of prevention of losses.

Management of Risks

There are a number of methods of managing the risks that have been identified. Choices will have to be made as to which methods best fit which risks.

Some risks can be **avoided** by various methods. One can eliminate an activity that is not essential to the accomplishment of camp goals. A practice, such as allowing anyone to ride in the back of an open-bed truck, can be eliminated.

Many of the risks in a camp are **transferred** to another party through insurance or specific agreements. Insurance can be purchased that will transfer the financial liability of much of the damage to or loss of property. The camp attorney may develop "hold harmless" statements which transfer responsibility for certain actions to the participant or sponsoring group. Leases are one method of transferring certain risks to the lessor.

There is some debate in the legal community about "waivers" or "hold harmless" statements. A minor or even a minor's parents can not waive the minor's rights. That is one reason a minor may file suit against a camp for a supposedly negligent act some months (depending on the state) after the age of his/her majority. However, properly worded releases have sometimes been accepted in court as showing that the parent was knowledgeable that the minor was participating in a

given activity and that there was some risk involved. Releases will not relieve a camp of its liability if a minor is injured through the negligence of the camp.

On the other hand, a waiver by adult participants may be more binding or carry more weight in court. Janna S. Rankin states that: "with regard to adult activities in a recreational setting, a release may be upheld if it is carefully worded, concerned with a risk normally associated with that activity, and the recreation service provider has not been clearly negligent."²

Certainly an organization can assume responsibility for its own members or participants when renting a facility, if the contractual responsibilities of both parties are clearly drawn. However, requiring a certificate of insurance from an organization is often a safeguard to the written agreement.

Certain risks may be **retained** in instances where it is not possible to avoid or transfer the total risk. Insurance to completely cover all physical losses is too expensive for most camps, so some risk is retained by the camp. Though drownings may be a severe risk, a camp likely would not eliminate all water related activity.

When a camp retains a risk, then the management of that risk is examined to see how much of the risk can be **reduced**. Once the camp has identified which risks are to be eliminated or avoided and those which can be transferred, the balance of the risk management plan is developing the policies and practices which will reduce the remaining risks to an acceptable level. The plan for reducing risks examines what can be done before and during the operation of the risk.

For example, the camp feels that providing a certain activity to every participant in a certain unit is important in attaining certain goals in the camp experience. In advance of the activity, several steps are taken to reduce the risk:

1. Leadership is selected on the basis of documented experience and maturity.
2. Leaders are tested on their skills during pre-camp training and given specific written operational procedures for the activity. Leaders are trained to watch for fatigue, over competitiveness, stress, and other signs that may bring a greater human risk factor to an otherwise 'safe' situation.
3. Participants are given adequate training and tested on the skills essential to their participation in the activity.
4. Equipment, which is appropriate and safe, is provided for use in the activity.
5. The location where the activity is to take place is examined for potential hazards — natural, outside interference.
6. A ratio of leaders to participants, which insures adequate supervision, is established.

It is equally important that, during the operation of the activity, the following steps be taken to reduce the risk:

1. Supervision of the activity by one or more of the leaders is carried on at all times.

2. Rankin, Janna S. "Waivers." *Camping Magazine*: 58:3, Jan., 1986, p. 24.

2. Appropriate clothing and equipment is required of the participant during the activity.
3. An unsafe practice or violation of operational procedures is stopped immediately upon observation.

The foci of lawsuits in camps over the years have centered on **supervision, the conduct of the activity in question, and the facilities or equipment related to the activity**. With this knowledge, it is possible to carefully examine program activities in light of all three foci as well as the facilities apart from program.

Not only is it important that such steps be taken, but there needs to be documentation that they occurred. This will mean that as many of these steps as possible are put in writing and in the hands of the leaders and on file in the camp office. A notebook which organizes all such policies and procedures in an orderly fashion is perhaps the best method for preservation and annual review. Nothing is as helpful in litigation as producing written documentation that can be attested to as being available and used in an orientation or training process. Everything can not be written. For instance, though there may be a written policy for the supervision of an activity, that does not insure that the supervision took place at a particular time and place. Where the risk in question is severe, it is wise to have at least two leaders present. A second person can attest to the supervision given.

Handling Incidents

However well a plan is put into practice to reduce risks of an incident before and during an activity, incidents will occur. Action taken at the time of the incident is as important as the preventive steps taken before the incident. As much as possible, the steps to be taken at the time of an incident should be identified in advance and leadership given training and directions to cover such points as:

- Immediate care of the individuals involved in the incident.
- Notifying one's supervisor or designated person as soon as possible.
- Securing outside assistance, if necessary.
- Writing a report of the incident and documenting as many details as possible.
- If serious, reporting to appropriate persons outside of the camp (government agencies, parents of the participant, camp's home office).

Some of the incidents will be emergencies and others will not be. It is equally important in non-emergencies to take the above steps where applicable. However, there are certain types of emergencies which can be examined in advance and procedures developed to cover them, i.e., drowning, fire, tornado, injury requiring medical assistance. For each different type of emergency:

1. Procedures should be put in writing, reviewed by various experts, and given to staff.
2. Procedures should be rehearsed during staff training, where practical.
3. Emergency phone numbers and contact information should be posted in critical places (swimming area, maintenance building, kitchen, office).

4. Adequate staff trained in basic first aid/CPR should be assigned to pertinent areas where emergencies might occur.

Thought should be given not only to the first aid for physical injuries, but also to how to deal with the stress brought on by the emergency. The stressful elements should be discussed during staff training. Particularly where the participants are children, staff should be helped to understand the signs of mental and emotional stress, and the appropriate responses.

Where an alleged incident of abuse occurs, the first concern should be for the welfare of the camper(s). Therefore a staff member with expertise and experience in dealing with children should be assigned to the camper group, and the accused staff member relieved of their responsibilities. One must not assume that the staff member is guilty just because an accusation has been made, and that should be made clear at the outset to the staff member and other staff involved. However, to protect both the campers, the staff member, and the camp, there should be a separation of the staff member from any camper group.

A clear understanding of the accusation and situation must be secured by interviewing the child involved and any other children who are witnesses or present during the accusation. This must be kept very low key and witnessed by another staff member. Every effort to ease the child's emotional stress should be taken. Once there is a clear accusation of some type of physical or sexual abuse, the proper authorities should be notified. This varies a bit from state to state. Specifics on reporting should have already been determined and be readily accessible.

From this point on, the role of the director will be related to controlling the impact of the incident by dealing with the parents of the child, the balance of the staff and campers, the owner of the camp, and perhaps the parents of other campers in the camp session at the time. Legal advice may be warranted in dealing with parents of other campers in the living group or total camp, as well as with the media. At this point, a written plan for such incidents is extremely valuable to help the director act and react carefully and logically.

Regulations

No risk management plan is complete without careful consideration of the laws and regulations governing the camp operation. These laws and regulations arise at the federal, state, county and local level and, except for the federal regulations, vary considerably from state to state.

The first step is to secure a copy of those regulations. If no one in a camp organization is knowledgeable about these regulations, the director should make an effort to talk with other camp directors or the offices/staff of the local American Camping Association or Christian Camping International sections. The department of health or social services will have some regulations affecting camps. Some states will require a permit or license to operate: some with inspection by a state or county inspector and some without. Regulations also may be applicable to camps in other jurisdictions: fire, water, pollution, natural resources, building codes, sanitation.

If, after study of the regulations, the director finds some with which it is very

difficult for the camp to comply or which are unclear, he/she should call for an appointment with a person in the appropriate office. The role of the state or local official is to help the director know how to comply with regulations and to give some assistance in problem situations. It is wise to check on the pattern of inspections. Some departments require a pre-opening inspection as well as during-operation inspections; others inspect annually, biannually.

Where a camp has its home office in one state or is part of an organization incorporated in one state while the camp's physical location is in another state, the regulations of both states need to be examined. Although the governmental unit and state in which the camp is physically located may have jurisdiction over the health, sanitation, vehicles, fire protection, pollution control, the state of incorporation may have primary jurisdiction over payroll, employment practices, and tax laws.

Record Keeping

One of the functions for which the camp director must take responsibility is seeing that adequate and accurate records are kept of the entire camp operation. Though the director will not be able to do this alone, it is important that he/she identify the types of records to be kept, who is to keep them, where they are to be stored and for how long.

Hjelte and Shiver identify a number of purposes of records:

1. To provide valid evidence
2. To indicate the present status of the organization
3. To detect inefficiency, duplication, and other shortcomings
4. To afford a basis for compliance with legal requirements
5. To assess the operation.³

All of these purposes tie directly into risk management. One other could be added to the list:

6. To maintain a history of the camp.

There are certain records and information which are needed so that those who follow the present personnel know what significant events and actions occurred over a period of years. In this process, a wise director will resurrect the history of the camp; and, if it has not been documented well, he/she will find some persons from the previous eras to do so.

The director should pay careful attention to record keeping of all sorts. It is particularly vital that reports be made of all accidents or incidents and that uniform information be recorded each time an accident or incident occurs. The term, "incident," is used deliberately, for there are occurrences in camp which are not accidents but are of such a significant nature that there should be a record in case questions are raised at a later date. These tend to relate to emotional stress, alleged

3. Hjelte, G. and Shiver, J. S. *Public Administration of Recreational Services*. Philadelphia, Pa.: Lea and Febiger, 1972. pp. 238-39.

Illustration 9.1

Accident/Incident Report Form

FM 01

Developed by American Camping Association, Inc.

Camp Name _____ Date _____
 Address _____
 Name of Injured _____ Age _____ Sex ☐ Camper ☐ Staff ☐ Visitor
 Address _____ Phone _____
 Name of Parent/Guardian (if minor) _____
 Address _____ Phone _____

Name/Addresses of Witnesses (Attach signed statements as to incident)

1 _____
 2 _____
 3 _____

Date of Accident _____ Hour _____ a.m. p.m.

Describe accident in detail including what the injured person was doing at the time

Where occurred? (Specify location, including location of injured and witnesses. Use diagram to locate persons/objects.)

Was injured participating in an activity at time of injury? ☐ Yes ☐ No If so, what activity?

Any equipment involved in accident? ☐ Yes ☐ No If so, what kind?

What could the injured have done to prevent injury?

Emergency procedures followed at time of accident

By whom?

Submitted by _____ Position _____ Date _____

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Illustration 9.1

Medical Report of Accident					
Were parents notified? ☐ Yes ☐ No By ☐ Writing ☐ Phone ☐ Other _____					
By whom? _____	Title _____	When _____			
Parent's Response _____					
Where was treatment given? ☐ At Accident Site ☐ Camp Health Service ☐ Doctor's Office ☐ Hospital					
If treatment was given at camp, where?					
By whom? _____	Date _____				
Treatment given _____					
Was injured retained overnight in camp health service? ☐ Yes ☐ No If so, when? _____					
Treatment given _____					
By Whom? _____	Title _____				
Date released from health service _____					
Released to ☐ Camp Activities ☐ Home ☐ Other _____					
Treatment given elsewhere than camp? ☐ Yes ☐ No Where? _____					
By whom? _____	Date _____				
Was injured retained overnight in hospital? ☐ Yes ☐ No If so, which? _____					
Where? _____	Date _____	☐ Out patient ☐ In patient			
Name of physician in attendance _____					
Date released from hospital _____					
Released to ☐ Camp ☐ Health Service ☐ Home ☐ Other _____					
Comments _____					
Persons notified such as camp owner/sponsor, board of directors, etc.					
Name _____	Position _____	Date _____			
_____	_____	_____			
_____	_____	_____			
Describe any contact made with/by the media regarding this situation _____					

<table border="1"> <tr> <td>Signed _____</td> <td>Position _____</td> <td>Date _____</td> </tr> </table>			Signed _____	Position _____	Date _____
Signed _____	Position _____	Date _____			
Insurance Notification					
Date _____					
1 ☐ Parent's Insurance	By ☐ Parent ☐ Camp _____				
2 ☐ Camp Health Insurance	_____				
3 ☐ Worker's Compensation	_____				
4 ☐ Camp Liability Insurance	_____				

abuse, or outside intruders breaching security. No form will cover all of the potential type of incidents, so a narrative identifying witnesses and dates, precautions taken, actions taken, and any specific results will usually suffice.

The American Camping Association has designed an accident/incident report form which serves as a good model. (*Illustration 9.1*) Such reports should be attached to insurance claims where applicable and filed along with all records of treatment of injuries and illnesses until the injured is at least six months beyond the age of majority. The appropriate record keeping of injuries and illnesses is described in Chapter 13.

The Occupational Health and Safety Administration (OSHA) regulations require certain records on employee injuries. Copies of the forms are available directly from the state OSHA office. In addition, certain information (available from OSHA in printed form) must be posted in a location where it can be seen by all employees. Certain OSHA regulations on the protection of employees (such as hardhat use in certain situations, building codes, types of ladders) do apply to the campsite.

Other record requirements vary somewhat from state to state; but, in general, the following records should be kept for the time shown:

Accounting:

Bank statements, deposit slips	3 years
Payroll time cards	3 years
Payroll time records and earnings records	8 years
General ledgers, journals	indefinitely
Checks (payroll and general)	8 years
Expense reports	6 years
Vouchers for payments	8 years

Insurance:

Policies, including expired	4 years
Fire inspection reports	6 years
Safety inspection reports	8 years
Accident reports and first aid treatment	6 months beyond records age of majority; 6 years if adults

Personnel:

Contracts (expired)	6 years
Personnel files (expired)	6 years
Withholding tax statements	6 years

Other:

Purchase orders	3 years
Minutes of meetings, if incorporated	indefinitely
Contracts, agreements, deeds	indefinitely
Camper registration forms	3 years
(If they have permission or waiver paragraphs on them:)	6 months beyond age of majority; 6 years if adults

There are many different statutes of limitations with time periods which vary from law to law and state to state. Therefore, the director should give careful thought to record retention and should obtain legal advice, if possible. Then he/she should put in writing the policy of the organization or camp on record keeping and

record retention and should develop it on the basis of law, the rule of reason, and the risk involved. In many cases, records may be microfilmed and serve as a legal record, but this needs to be checked with an attorney for the specific state ruling.

Accreditation

Accreditation by an outside body has proven to be an invaluable step in all types of institutions across the country from schools to hospitals. It gives validity to the concern of the camp, in this case, to meet professional standards and to stay abreast of the latest information concerning health and safety in the field. The fact that an outside body comes in to examine all aspects of the operation provides not only a check point for the administrator but also a backup if litigation ever occurs.

The American Camping Association is currently the only national organization with an independent accreditation program for all types of camps. Its long history of developing standards in the field as well as its research and constant updating of those standards has led courts and government bodies to hold its standards program in esteem.

Over ninety percent of the standards relate to risk management, and the paper work related to those standards would meet many of the suggestions provided in this chapter. Local sections of the American Camping Association offer courses annually that explain the standards and the type of preparation that is needed for an accreditation visit.

The single most effective step a camp can take in risk management planning is to become accredited by the American Camping Association, and to annually update all of the written procedures and policies. Of course, that step is effective only if the camp continues to follow the standards after the accreditation visit.

Checkpoints

1. Which state and local regulations apply to your camp?
2. Prepare a list of the risks that exist in your camp, starting those which appear to happen most frequently and those which carry the highest potential risk.
3. Identify on that list which risks can be avoided or transferred to others.
4. Develop risk reduction steps for the remainder of the risks on your list.
5. Has your camp been accredited or have you checked out what is involved in accreditation?
6. What is your record retention plan?

Related Standards

Nearly all of the American Camping Association standards apply to risk management. In fact, the preparation of *The Standards Organizer* published by ACA is probably the easiest way to develop risk management planning materials and to keep in one place most of the records necessary for such documentation.

Self-Assessment Document: items 4, 6, 10, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 32.

CAMP CODY FOR BOYS, N.H.



"... and (counselors) are primarily responsible for carrying out the camp's goals and objectives directly with the camper ..."

Staff Orientation and Training

10

"To the camp director falls the task of taking a number of individuals and helping them to achieve this peak of know-how-on-the-job, at the same time welding the total staff into a smoothly functioning team. It is no simple job, but one to which the camp director must turn much of his energy and planning."

Catherine T. Hammett¹

Staff training is probably one of the most difficult and yet one of the most productive functions for a camp director who seeks to create a favorable climate and to set the tone for the summer season. The training of staff falls easily into three general categories.

1. Orientation — the period from the signing of the contract to the staff member's arrival at camp.
2. Pre-camp training — the intensive period set aside before the arrival of campers.
3. The camp season — ongoing supervisory conferences, day-to-day problem solving, and staff meetings which include inservice training.

Orientation

The preparation of the staff member for his/her job begins with the interview for employment. It is essential that the prospective staff member understands the unique makeup of a camp community since the interplay within that community has much to do with the accomplishments of the camp's objectives. The information given a staff member in the interview and/or correspondence must cover not only the job functions, but also the living conditions, transportation arrangements, philosophy of operation, and patterns of staff relationships.

During staff recruitment and interviews, the interviewee's concern for securing the job and the director's concern for hiring a staff member often pushes concerns about the details of camp living into the background. One cannot, therefore, depend

1. Hammett, Catherine T. *A Camp Director Trains His Own Staff*. Martinsville, Ind.: American camping Association, n.d., p. 7.

on the description given at the interview or in prospective employee materials to thoroughly familiarize the employee with the setting and responsibilities. If then, at the end of that training period, the employee decides that camp life is not for him/her, the resulting vacancy may cause a serious difficulty for the director. The time between recruitment for a camp job and reporting to camp is longer than it is for other jobs, providing candidates a long time for second thoughts and applications for other jobs. This problem, added to the potential of a last-minute vacancy, makes it even more important to utilize the time between a staff member's hiring and reporting to camp for additional orientation.

If staffers come from within a hundred-mile radius, a number of orientation approaches are possible which cannot normally be used by a camp whose staff comes from across the country. In the former case, two or three meetings can be planned at a central location over the spring — giving new staff an opportunity to meet former staff, to begin developing relationships, and to secure informal orientation. Local authorities or resource persons, who would ordinarily be unable to travel a longer distance or to come for a more extended period to pre-camp training, can often be recruited for presentations at such meetings.

A winter sport weekend or spring work weekend or day at the camp can provide orientation to the facilities and property as well as further opportunity for new employees to get acquainted with returning staff and to experience the camp living situation. These events also give the director a firsthand look at the new staff members and a chance to determine what approaches or content should be included in staff training.

The spring meeting of the local section of the American Camping Association or Christian Camping International usually provides a number of workshops of interest to newly hired camp staff. In addition to taking advantage of the workshops, such meetings provide the opportunity of interaction with staff from other camps in the area. Such interaction provides a broader insight into the camping profession and often, as the staff member gets involved, can lead to a commitment beyond the current summer. Many camp directors encourage membership in one or both organizations, and may financially contribute to expenses in order for staff to attend workshops or join the organization(s).

In the case of camps with scattered staff, orientation will most often depend upon a visit from the director or printed materials. Frequent newsletters help stimulate interest and familiarize staff members with names and other features of camp. In addition, a staff manual can be a valuable orientation and training device as well as a helpful administrative tool for outlining policy and procedures. It takes a great deal of time, the cooperative assistance of key staff, and constant revision to prepare and maintain the most useful staff manual. A staff manual should include the following:

- A brief history of the camp
- The purpose, goals, and objectives
- A map of the property
- An organization chart of staff

- A job description for each position
- The personnel policies
- Other policies and operational procedures
- A description of the operating body (agency, church, corporation)
- A list of items staff members will need to bring to camp
- A bibliography of helpful materials
- General counseling tips
- Emergency procedures (lost campers, disasters)

Some directors use a rotating library of three or four books which best describe the camp's program and counseling philosophy for staff orientation. A book is mailed to a staff member with mailing labels for each of the other staff; after each staffer has read the book, he/she mails it on to the next person. Often, the assignment of certain portions of the books for presentation by individual staff during staff training will focus interest.

Whatever information is sent the new staffer before camp, it is vital that it be condensed as much as possible and its importance or value highlighted. If the staff member is a teacher or student, classes will occupy much of the person's attention and only a limited amount of preparation or reading can logically be expected. Therefore, the director should choose material carefully and plan to get it to staff well in advance.

Orientation is equally as important in day camp as it is in resident camp. Since day camp staff tend to be from the same community, one or two staff sessions on Saturdays or Sundays may provide the orientation time needed prior to staff training.

It is important that the camp director plan ahead to insure that staff members receive needed camp information as early as possible. Students can often use school health service personnel for their physicals if they receive the form early enough. Providing a list of clothing and equipment needed at camp soon after employment will enable the staff member to shop carefully. Other information sent to staff should include: the date and time they are expected at camp, the transportation available, the phone number and address of camp, and directions to camp.

However experienced in camp life a new staffer may be, he/she will always feel a degree of concern about a new site, a new camp community, and a new employer. Every step the director takes to relieve this concern and to help the new employee feel more confident about the job will better his/her chances of success upon arrival at camp.

Pre-camp Training

A pre-camp staff training program is one of the most effective forms of staff development. Basically, the purpose is to bring staff together to develop personal skills and competency for the job, and to mold the individuals into a functional team for accomplishing the camp's goals and objectives. In terms of individual development, the pre-camp sessions seek to provide opportunities for personal evaluation and growth.

In order to plan the most productive type of staff training, the camp director should begin early in the year to pull together possible topics and activities and to see what suggestions can be found from the evaluation of the preceding year's training. If at all possible, the planning should include members of the program staff for the coming season; it is often good to add one or two experienced counselors to the group. As the planning begins, there are a number of factors to be considered.

1. The training usually centers around counselors.

Because they make up the largest portion of the staff and are primarily responsible for carrying out the camp's goals and objectives directly with the camper, the training usually centers around them. But the difficulty is that this group is probably composed of individuals whose age and lack of experience may mean that they are at a loss on how to translate such goals or objectives into everyday activities. The director's task of orienting them to a concept that may not be familiar is complicated by the necessity of clarifying for them the connection between the camp's objectives and its procedures and policies of operation. Hopefully, this will happen in pre-camp training.

2. Staff come from varied backgrounds.

Many will have had experience in other types of camps and will be very prone to make comparisons, while others may not have been exposed to the demands of camp living. Some may come from sections of the country remote to the camp location and will have no knowledge of or familiarity with the natural environment or other resources of the new area. Since many staff people are college students, they will have been exposed to all types of academic techniques and may have some resistance to being bombarded with facts and theories beyond the end of the school year. They may well expect to be far removed from the presentation of knowledge in a camp setting.

3. New staff and inexperienced staff will be trained together.

There are usually some difficulties in planning the training with returning staff and new and inexperienced staff in the same group. Variation in the format and schedule of the training from year to year and the use of experienced staff to share their abilities with the new group can help to alleviate some of the problems. Working in small groups, when possible, gives new staff a chance to integrate more easily into the larger staff.

To deal successfully with all these factors and to accomplish the desired results in the time allotted demands careful planning. The time set aside for training never seems to be sufficient to cover all the priorities; even an experienced director who has worked at staff training over a period of years may not be pleased with the results.

Some directors find it helpful to organize the training period, to some degree, after the pattern in which counselors will work with campers. The counselors, in this plan, are divided into small living groups under the supervision of an ad-

ministrative staff member or experienced counselor acting as counselor/facilitator to each group. Within these groups, they can function as will camper groups later in the season. They will move through the usual opening schedule: check-in at the office, reporting to the health service with their health examination forms, touring the campsite, eating in the dining hall, cleaning their cabin, etc. This plan has the potential of orienting the counselor more swiftly under the direction of experienced staff and provides a small living group to whom new counselors can more easily relate. This pattern can be continued daily throughout the training time and related to the camper experience in as detailed a manner as is desirable.

During the initial training period, habits will be formed, patterns established, attitudes developed and relationships with peers and supervisors begun. Regardless of the necessarily high concentration of time on the factors which create a good experience for the campers, the staff member's greatest gain should be in his/her own growth, maturity and development of potential. Another advantage, of course, is that such personal development among staff members results in increased benefit to the campers with whom staffers will live and work.

The time which is allotted to pre-camp training varies from three or four days to two weeks, depending upon the program and size of staff. The period varies a great deal from camp to camp, but a period of from four to ten days will usually suffice. At least a week is preferable since shorter time periods seldom allow sufficient time for building the spirit of comradeship so important in a camp community. Generally, staff are contracted to arrive for this period and are on salary.

Before beginning to fill in a time schedule or to consider topics, a director may find it helpful to look at the schedules and content of training programs conducted in previous years. Discussions with staff who were present for some of those periods may provide some insights into the character and effectiveness of the methods used. The evaluations at the end of the training sessions can add additional data.

Once a block of time is set aside, a director is ready to decide what he/she expects to accomplish during the training period. These intentions and objectives will do much to help in the choice of subjects and activities and will help to set priorities.

On the practical side, some of the basic goals and objectives to be reached during staff training are:

- Infusing staff with the basic philosophy and objectives of the camp and defining their implication for procedures and operations
- Fostering a sense of pride in the camp job and developing a harmonious working relationship among staff
- Teaching and practice of necessary program skills
- Developing an understanding of the characteristics of various age groups and providing an insight into working with them
- Providing an opportunity for staff to understand working policies and procedures as they relate to individual staff responsibilities
- Teaching individual and group skills in working with people.

On a more individual and personal level, there are other objectives. There should

be opportunities, during the training, for personal interaction so that individuals may find it easy to establish the beginning of personal relationships with peers, immediate supervisors, and administrative staff. The use of human relations training activities can help guide a staff member to an increased self-knowledge and understanding of himself/herself.

Child Abuse

One of the topics which should be dealt with during training is child abuse. The topic should be presented in such a way as to reinforce the alliance between the director and staff members, rather than to create an atmosphere of mistrust. Placing comments about child abuse in the context of the wear and tear that camp life can have on everyone gives an opportunity to talk about the unintentional meanness of counselors toward campers — one of the chief symptoms of burnout. Including the topic in staff training will send a clear, specific message that you, as a director, are concerned and moving to insure the quality of care for all campers.

The discussion should also include a clear and frank detailing of the basic definitions, tips for helping staff monitor their own level of fatigue, and guidelines for handling a situation which may have the potential for child abuse and child abuse accusations. Legal ramifications should be clearly pointed out, both for the director who is required by law to report allegations of possible abuse and for the staff member who may be involved. Ground rules, in terms of employment, for an alleged offender should be concisely stated.

In addition, staff should be alerted to watch for signs of physical or sexual abuse that may have occurred to the child prior to his/her arrival at camp. Symptoms outlined in Chapter 7 should be discussed with counselors and policy concerning notification of the appropriate camp administrators should be outlined. The camp administration has a responsibility to report such alleged abuse if observed at camp. Legal responsibility for reporting suspected child abuse differs from state to state. Make certain that you and your staff are aware of laws and reporting methods in your state. (Some states, such as California, require every staff member in contact with children to sign a form acknowledging their awareness of state laws mandating them to report any suspected or known incidents of child abuse.)

Varying Training Sessions

Actual training sessions should be planned for variety and balance — for instance, sessions requiring physical activity should be alternated with sessions requiring sitting and listening. A variety of teaching techniques should be employed to assure maximum attention and comprehension: guest speakers, demonstrations, films, charts, discussions, panels, and human relations games and activities. Variation in numbers can stimulate participation: group sessions where all participate may be alternated with small group gatherings.

Work sessions, with specific tasks assigned to small groups, can get necessary work done before camp opening and provide an opportunity for small groups of staff to work together. However, the director should avoid the temptation to spend

fifty percent or more of the staff training time on the physical tasks required to open camp. The painting, cleanup, and repairs should be completed by a work crew well in advance of staff arrival so that the time set aside for training can be devoted primarily to the objectives.

In searching for ways to accomplish the objectives, it is important for the director to assess the needs and feelings of individual staff members. An open-ended discussion early in the period can reveal needs felt by a number of staff. Some directors also use a written needs assessment to identify needs that a staff member may be hesitant to mention early in the camp relationship. The size and experience of the staff will, in part, determine the method the director uses to gain an understanding of staff members' individual needs and objectives. Staff participation can be increased by assigning sessions or topics to individual staff with expertise in a specific area.

Outside resource persons from universities, county health departments, U. S. Forest Service, state conservation departments can often provide additional expertise for specific presentations. The involvement of such people will also build relationships in the local area. However, the selection and spacing of such presenters should be carefully scheduled so that they do not interfere with the developing of group spirit and the overall thrust of the training.

Several other processes should be included in the training period. Department heads should have an opportunity to confer with staff who will be under their immediate supervision. Procedures and responsibilities of each staffer can then be defined before actual operations begin. A tour of the campsite should also be included, along with an orientation about the region in which the camp is located. Health and safety procedures need to be covered in detail, as do rules and regulations regarding dining room, waterfront, and camp store. There should also be some opportunities for relaxation and fun — and simply for talking together.

An overnight camping trip (or one slightly longer) can be a productive part of staff training. Such a trip would allow time for practice of camping or outdoor living skills and latitude for working and relaxing together in a more informal setting. This type of trip is even more important in a day camp where training may be day-only sessions which do not allow the time needed for socialization.

When setting the time schedule for training week, the director should plan for a day off for staff between the close of training and the arrival of campers. The intensity of the training period can often be exhausting and staff need the relaxation and perspective of time away from camp.

Training for Supervisory Staff

There are some specific areas in which supervisory staff need training that will not be of general interest or profit to other staff. However, since these supervisors are responsible for the staff who carry out directly with the campers the camp's objectives, it is important that their special needs be met. A good supervisor with the framework of a well executed supervisory program can effect changes in staff

performance and skills resulting in better experiences for campers, personal development, and a higher return rate among staff.

As a result of a study of 100 camps and how they train supervisors, Becker and Shepherd state:

"In many cases, however, new supervisors are often thrown to the wolves with little or no supervisory training. Camp administrators almost never start a summer without extensive, comprehensive pre-camp training. So, then, why do many camps skip on training and orientation for head counselors?"²

There are a number of processes which should be included in training for supervisors at camp.

1. How to oversee staff

- a. Treating staff members as individuals

It is important that a supervisor learn early in his experience the importance of treating supervisees as individuals and respecting that individuality. In the beginning, the supervisor ought to learn all the details about his/her staff: likes and dislikes, talents, skills, motivation, and how they react to different situations and to their supervisor.

- b. Praising staff

Recognition of work well done has long been known as an important factor in motivating staff. This recognition can be on a personal basis, at staff meetings, or part of a supervisory conference. Public recognition or recognition before one's peers is even more effective as a motivator.

- c. Challenging staff

A supervisor who believes in the potential of individuals he supervises can inspire them to accomplish a task simply because he/she believes that an individual has the ability to do the job. It is essential that a supervisor always remember to look beyond current job performance to the capacity a person has for achieving.

2. How to deal with problem staff

This is an important function of a supervisor, especially in a camp setting, since staff with problems may very quickly exert a negative impact on other staff and campers. The biggest hurdle is to get the staffer to see the problem; if this is accomplished, methods of solving the problem can then be dealt with. An important part of the supervisor's effectiveness with the problem staff member, at this point, is that he/she remember not to condemn but to be supportive.

3. How to conduct supervisory conferences

Evaluation conferences are difficult for supervisors new to the game, particularly if there are negative points to be discussed. It is essential that he/she learn how to conduct such conferences with the proper balance of support, praise, and constructive criticism. A supervisor needs to comprehend how to make negative feedback a more positive experience by suggesting ways in which the supervisee can improve his/her performance. And, most important, he/she

2. Becker, W. A. and Shepherd, Tony. "Study Suggestions to Improve Camp Supervisory Training." *Camping Magazine* 61:1 January, 1989, pp. 32-35.

needs to convey that his regard for the staff member has not changed because of problems.

4. How to work with the camp director

A good supervisor should be able to solve routine camper and staff problems without recourse to the boss. But, there are some problems which should be discussed in full; the dilemma is to identify which is which. The director needs to be kept in the picture since he/she is usually one step removed from the day-to-day operation, but he/she does not need to be consulted about every detail.

5. How to handle the framework

Whatever the supervisory framework and method of evaluating subordinate staff, they should both be discussed in full during pre-camp training. A clear understanding of the underlying philosophy and objectives of such a program should be explained in full so that supervisors can work from a secure base of full understanding of the whys and wherefores.

6. How to handle the supervisor's role

It is often difficult for a new supervisor to understand how much his/her role has changed as he/she has moved into supervising other staff. To be adequately prepared for this role, he/she must recognize that, with such leadership, comes a difference in the way he/she is viewed by subordinate staff. As the person ultimately responsible for performance of supervisees, he/she may become the motivating force behind goals and objectives that staff may not share.

In-Service Training

When pre-camp training concludes and the campers arrive, the training of staff does not end. With a seasonal staff, training must be continued throughout the season: first, in an effort to continually assure a quality experience for the participant, and second, with a view that most of the staff will return another season and the training will bear further dividends.

The supervisory and coaching process is training in its most practical sense. Whereas this training occurs on an individual one-to-one basis, some common problems or voids in performance will appear in a number of staff members. This can occasion a meeting of staff with a training module designed to fill that void or deal with a specific problem. Since time is precious and staff is under pressure, such training periods should be planned carefully and developed for a succinct and practical presentation.

This training module is different from the regular administrative staff meeting which is held on a regular basis throughout the season. The purpose of regular administrative staff meetings is the coordination of program events, operational details, and personal concerns. An opportunity should be given for all staffers to share concerns or to clear up details. It is important that matters announced or discussed at such meetings be distributed in some fashion to those not present who may be on duty with campers or in other operations. Some immediate behavioral problems may be resolved at such meetings. Staff may learn by leadership behavior

modeled by the director or other administrators. These can be considered training only in a limited sense.

A meeting devoted solely to a training problem or concept focuses staff attention on the training without the time competition and attention pressures of a regular staff meeting with its varied topics. However, it is often from the regular staff meeting, supervisory observation, or conferences that topics for the special training sessions are derived.

In-service training sessions may also be an extension of topics begun during pre-camp training, where time or readiness of staff members did not allow more advanced discussion. In fact, many training topics become more meaningful after the staff members have had experience in their program areas or with participants. Because of the experience gained at this point, it is vital that some time in the training module be allowed for discussion and sharing of group members.

The use of outside resource persons is most effective in these in-service training sessions when the topic requires a certain expertise or authority. For example, if abuse is the topic, then a psychologist or social worker with experience in the field can add a certain authority to the issue, answering questions from experience. Similarly, a naturalist with knowledge of local flora and fauna can bring expertise to a nature walk or talk that may not be possible otherwise.

It is critical that the topics chosen for in-service training events be timely and of practical use by the staff at that point of the season. Staff will be under considerable pressure from ongoing program and relationships and will exhibit impatience and inattention if they do not find the session pertinent to their current day-to-day experiences.

Checkpoints

1. Have the dates for pre-camp training been clearly identified to staff at the time of the contract?
2. What are the specific objectives which need to be accomplished during the pre-camp training period?
3. Have staff application and interview records been reviewed to determine areas in which particular help or instruction will be needed by individuals?
4. Which staff members with particular expertise can be used during staff training as group leaders, presenters, or instructors?
5. Are there outside resource persons within fifty miles of camp that can be helpful?
6. Are you, as director, going to assume the leadership role in staff training period, or are you collaborating with other key staff? How are those roles to differ?
7. Have you involved staff in a needs assessment to try to uncover the training needs felt by individual staffers?

Related Standards

1. C 3-13



"A planned program of informal observation provides a supervisor with an occasion to observe the counselor in various activities which are part of his/her performance . . ."

"... supervision is seen to be — first, last, and all the time — a relationship of persons; as such, it calls for deep qualities of heart and mind and spirit, and for acceptance of whatever disciplines and plain hard work are necessary to develop the needed abilities and skills."

Margaret Williamson¹

Possibly one of the most overlooked procedures in general camp administration is the development of a regular system of supervision, evaluation, and feedback to staff. Under the pressures of the summer season, it is difficult to allot sufficient time for supervisory functions unless a plan is developed prior to camp opening. A regular program of supervisory conferences provides countless opportunities for stimulation of individual growth, for a deepening of supervisor and staff relationships, and, ultimately, for an increase in job performance.

This supervisory process, if carried out in a relationship of mutual trust and respect, can be a major factor in the retention of staff. As they become conscious of their own personal growth through the supervisory procedure, the usual result is on-the-job satisfaction and a desire to repeat the experience. There are few jobs available to young people today which provide such a climate of interested and productive supervision.

The director has no more valuable asset for insuring job performance than a personal knowledge and relationship with staff which allows the opportunity for assessment of individual job performance, both positive and negative. The director also gains a greater flexibility, resulting from exposure to all types of personalities and a wide range of problems. And, this interplay of relationships provides an opportunity for the director to share in the lives of individuals with a people-oriented commitment to the camp and its programs.

Guidelines in Supervision

There are some principles which may be helpful to a supervisor who has had little experience directing others:

1. Williamson, Margaret. *Supervision — Principles and Methods*. New York, N.Y.: Women's Press, 1950. p. 4.

1. **Trust.** This factor is basic to establishing a meaningful relationship, both for job performance and for personal interaction. The staff member needs to know that the supervisor can be trusted to deal objectively and unemotionally with the problems and discussions which arise. He/she must also know that the supervisor can deal with matters involving other individuals, seeing several sides of his/her personal problems and concerns. The staff member also must know that his/her job performance, as discussed with the supervisor will not be disclosed to the general camp community but will remain confidential. In order to maintain this trust relationship with staff, the supervisor must show staffers that he/she values and respects them regardless of job performance. It may be difficult, at times, for the supervisor to maintain this attitude, but it should grow out of his/her innate respect for the worth of every individual, a respect which can transcend differences or personality conflicts.
2. **Rapport.** The ability of a supervisor to quickly establish communication and a relaxed interaction with staff members who may be unaccustomed to and wary of the supervisory framework is paramount. Along with the belief in individual worth, a genuine liking for all sorts of people and skills in human relations will help create the desired climate.
3. **Sharing.** The supervisor should cultivate the habit of sharing with employees, individually and collectively, his/her appreciation of the job being done. Regular commendation of a job well done will also help to prepare the staff member to accept criticism when it is necessary. It is also helpful if the supervisor makes a habit of dropping in occasionally on a group or area of work to observe what is going on. If staff find that this is done in a benevolent spirit, they will gradually become less self-conscious about observation. A supervisor's support and appreciation may very well not be perceived by others unless it is expressed verbally and backed up by his/her benevolent treatment.

If the staff supervision process which will be used has not been previously established, the details of that process should be shared with the group during staff training. It is helpful, also, to give an idea of general expectations and the criteria to be used in evaluations. If written notes from supervisory conferences and observations are to be added to personnel folders, the staff should be told this.

How Does One Begin?

As a preparation for beginning a staff supervision program, time can well be spent in reviewing personnel information folders of those previously employed who are returning for the current season and the application and interview papers of new staff. An early acquaintance with backgrounds and facts is an asset when meeting the individuals since it helps establish them in memory.

Before the opening of the camp season, the director might well seek opportunities to chat and get personally acquainted with local staff who are new and with returning staff whom he/she may not know well. With out-of-town staff, the

chances for beginning a relationship are fewer and perhaps limited to letters, but all are nonetheless important.

With the opening of camp and the beginning of staff training, personal contact can be broadened through discussion sessions, small group activities, human relations training, unstructured social occasions, group work projects, and informal contact during a staff overnight or trip. Any personal interplay which strengthens a relationship between supervisor and staff is a major plus in beginning a supervisory relationship.

The Supervisory Process: Counselors

Since counselors are the majority of staff members, a supervisory program for counselors and the persons supervising them (whether a unit director, head counselor or the camp director) will be outlined here. However, this program can easily be broadened and adapted to other staff and departments.

In the case of each of the conferences, written records need to be kept by the supervisor, along with pertinent reports and evaluations, and filed in the individual personnel folders. This provides a permanent, on-going performance record while the person is employed by the camp and is a valuable resource should references be requested.

1. Post Staff Training Conference

It is often effective for the supervisor to schedule twenty or thirty minute conferences with each counselor at the end of staff training and before the arrival of campers. There are some specific questions which can help the supervisor increase his/her knowledge of the staff member. Other questions can help to get feedback on the training period and, at the same time, assist the staff member in solidifying and expressing personal reactions. Questions to be included in the conference follow.

- a. What areas of the job, as you see it now, do you feel confident in handling?
- b. Are there any areas about which you feel apprehensive?
- c. Skill-wise, are there areas where you feel less than competent? (If teaching skills, is there an area where you have difficulty with organizing and teaching material?)
- d. Is there a particular age group of campers you would prefer?
- e. How do you feel about your relationship with other staff? (Although the counselor's answer here is important, your observations and information about this may be necessary to complete the picture.)
- f. With which areas of staff training did you feel most comfortable?
- g. Were there sessions of training that were of little or no interest to you?
- h. What are your goals for the summer? (These goals should be measurable, attainable goals which can be evaluated in an objective manner later. There should be job-related goals as well as personal growth goals.)

One very positive factor in avoiding a climate which may be favorable to child abuse is to stimulate staff to set personal goals. Another is to encourage each staffer to plan ahead to spend time each day refreshing and recharging

themselves, without neglecting responsibilities, to keep from getting overly drained.

2. Observation

A planned program of informal observation provides a supervisor with an occasion to observe the counselor in various activities which are a part of his/her performance — in the living situation, in skills teaching, and while participating in program activities with campers and other staff. These observations, which should be carried out informally on a regular basis, will provide information about the counselor's ability and potential. Concerted efforts should also be made to establish as much contact as possible with campers in informal situations since these contacts may give further indication as to the job the counselor is doing. The frequent presence of the supervisor in daily activities will also provide latitude for interchanges that may not otherwise happen. Although these drop-in practices may cause some anxiety in the beginning, staff and campers will usually come to accept them as part of the routine.

The best feedback to the counselor on his/her performance is that given immediately after the observation. But, since the feedback should not be given when others are present, the opportunity may not present itself. In any case, notes should be made of each observation as quickly as possible after leaving the observation area. Such notes can be tucked into the counselor's personnel folder and used at the time of the next supervisory conference. It is important that these notes include positive feedback as well as criticism, and they should show the date, place, and conditions of the observation (e.g., counselor teaching group canoeing). These notes also provide another link in the protective chain for the counselor and the camp in terms of alleged child abuse or lawsuits alleging negligence.

3. End-of-Period Conference

Depending upon the length of the camp's sessions, another supervisory conference should be scheduled with each counselor after a primary period (not more than two weeks) of working with campers. If the camp has sessions longer than two weeks, the conference should come at a logical program point within the first three weeks. This gives an opportunity for mistakes to be corrected or habits changed before the lapse of too much time. This conference should deal with a number of topics such as:

- a. The counselor's comments on each camper in his/her group and the relation of each to the group as a whole. The discussion on this topic has a dual purpose. First, the supervisor receives information helpful in evaluating the campers for future group placement or for dealing with the individual campers through various problems. Second, he/she has a chance to check on the counselor's ability to relate to and to observe campers and to articulate understanding both of individuals and the group living process.
- b. The problems or conflicts which arose or currently exist and whether they have been worked out. This probably will arise naturally out of the first topic;

if not, it is good to include it as an indicator of how the counselor interacts and makes decisions concerning campers.

- c. The counselor's conclusions about what things he/she might handle differently if the time could be redone.
- d. The counselor's evaluation of personal job performance, including frustrations and high points, if any.
- e. The counselor's reassessment of the accomplishment of any goals, and establishment of new or modified goals for the next period.
- f. The brief indication by the supervisor of his/her observations of the counselor in action: good points, first, followed by any problems or suggestions for a more effective performance. It may be well to introduce this area by asking the counselor to evaluate the weaker and stronger points of his/her own performance during the period. This often opens the topic on a more positive note, and sometimes brings up the very areas the supervisor wishes to discuss with the person.

A sociogram (see *Illustration 11.1*) is often used in this type of conference, particularly if the camp's program is focused on small group living and camper relationships. Such a diagram serves as a visual reminder of questions which should be covered during this and subsequent discussions.

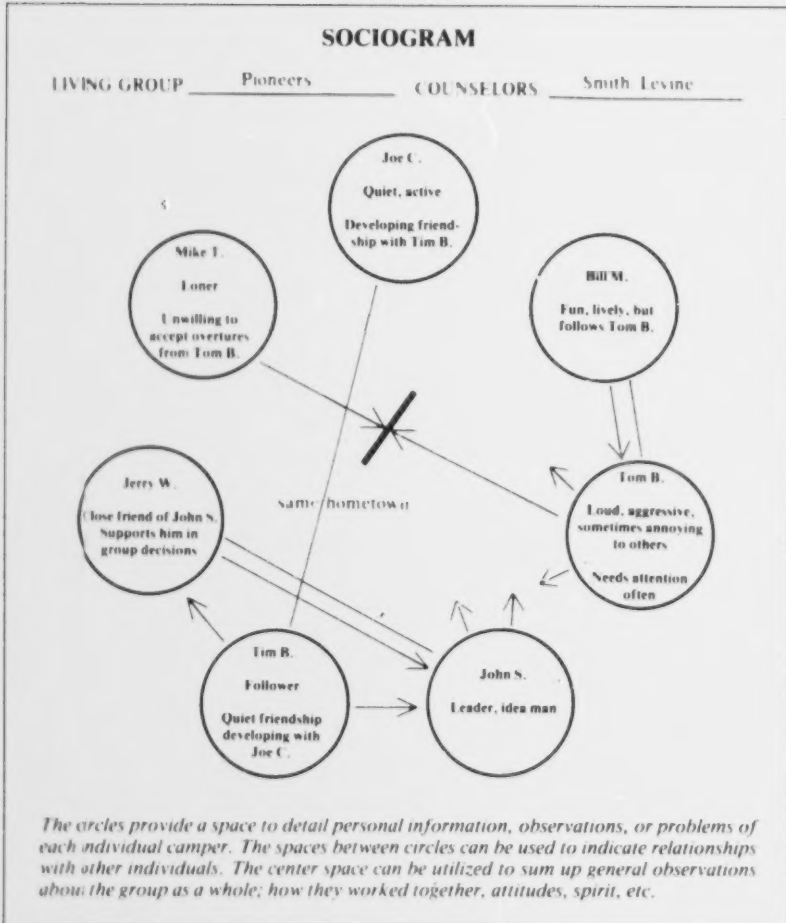
This type of interview can well be repeated at the end of each camp session where there is a change in camper assignments, or on a regular basis, if the camper group remains longer. The topics can be adjusted, in the latter case, to deal more specifically with problem areas and with progress since the previous conference.

4. End-of-Season Conference

So far, only the evaluation from the viewpoint of the counselor and his/her immediate supervisor has been pinpointed. This, however, provides only a partial view of the counselor's job performance. In addition, some system should be devised for evaluation of the counselor by supervisory personnel in other departments or areas of camp with whom he/she has had some contact during the summer. Some of these, depending upon the basic staff organization, may be the nurse, the program or unit directors, the assistant director, the business manager, the tripping director, the food service director, and the waterfront director. It is helpful if these evaluations can be devised in such a manner that they can be added together to get a numerical average in various areas of concern which can be readily communicated to the counselor. (See *Illustration 11.2*.)

There should be few surprises for the counselor when he/she comes to the end-of-season supervisory conference. Hopefully, any major performance concern or problems will have been dealt with as the occasion arose during the summer. The final conference of the season should begin with an end-of-period conference for the last camper session of the summer and should be followed by an opportunity for the supervisor to:

Illustration 11.1



- Share with the counselor his/her evaluation of the counselor's performance over the summer along with any comments and evaluations from other staff gained through the evaluations mentioned above.
- Hear the counselor's feelings about camp, the experience, and his/her own performance.
- Hear the counselor's assessment of his/her accomplishment of job related and personal goals for the summer.

Through this closing conference, the supervisor should seek to guide the counselor in understanding the importance of self-evaluation as a necessary part of growth and development. It is also an occasion for the supervisor to

SAMPLE STAFF EVALUATION FORM

Explanation:

1. Person doing rating studies each square in horizontal column, and circles one number (1-10) indicating appropriate level. Particularly appropriate phrases can be circled and inappropriate phrases can be crossed through.
2. Various persons' ratings are recorded on a central form and an average line drawn in graph form with low and high scores circled, and comments noted. (Solid line in *Illustration 11.2*).
3. Employee being evaluated is invited to mark a form on himself/herself, with supervisor pointing out the importance of self-evaluation as a growth tool.
4. The employee's evaluation line is marked in different color on central form (dotted line in *Illustration 11.2*), and the comparison of the two lines is used as a basis of the supervisory conference. Again emphasis is placed on self-perception in the evaluation process.

STAFF EVALUATION FORM CONFIDENTIAL evaluation of _____ by _____

Please circle a number in each horizontal section which best approximates your position of staff member on noted area. Mark through words or phrases that do not apply.

UNDERSTANDING OF CAMPERS	— Limited understanding of groups and individuals		— Communication on basic level only		— No close relationships with campers		— Beginning compre- hension of groups/ individuals		— Begins to communi- cate		— Occasionally develops close relationships with campers		— Basic understanding of group dynamics/ personal growth		— Good communication but limited depth		— Develops friendships with campers		— Participates with campers		— Good understanding of group—establishes rapport quickly		— Limited awareness of potential of indivi- duals		— Some close relation- ships		— Reveals excellent understanding of groups and individuals		— Shows real involve- ment with and respect for campers		— Good communication skills		— Recognizes and develops individual and group potential		— Many close relation- ships	
	1	2	3	4	5	6	7	8	9	10																										

Illustration 11.2

ATTAINING SPIRITUAL GOALS	—Unsure of personal goals and directions —Hesitant to discuss life situations —Harsh and abrupt in dealing with campers —Discourages individual thought	—Unsure of self —Unstable —Misses opportunities for group discussion —Fails to promote camper awareness of life	—Lives well with campers —Shows personal spiritual values through living rather than discussion —Willingness to talk and develop ideas in discussion —Good self-concepts	—Expresses self well —Develops some ideas through discussion —Begins some discussion in areas of attitudes/goals	—Good self-concept —Utilizes opportunities for group discussion —Encourages personal development of life goals —Demonstrates loving, concerned attitudes in dealing with campers					
	1	2	3	4	5	6	7	8	9	10
MANNER/RESPONSIVENESS	—Timid —Overbearing —Withdrawn —Cocky —Dominates conversations	—Quick tempered —Irritating —Indifferent —Does not volunteer information —Evasive	—Well balanced —Good listener —Responds well —Mature/balanced	—Very confident/alert —Self-assured —Tactful —Spontaneous —Stable	—Enthusiastic, warm —Perceptive —Imaginative —Exceptionally self-possessed					
	1	2	3	4	5	6	7	8	9	10
MOTIVATION	—Just wanted a job —Not interested	—Primarily interested in camp life, not campers —Self-centered	—Willing to work —Interested in campers —Considerate	—Genuine interest in and love for campers —Very industrious	—Primary concern is to work with campers —Always thoughtful/considerate of others					
	1	2	3	4	5	6	7	8	9	10

(continued on next page)

(continued on next page)

Illustration 11.2

APPEARANCE	—Untidy —Sloppy —Often dirty —Dishevelled	—Careless in dress and cleanliness	—Good appearance —Generally clean and tidy	—Very neat —Careful in dress and cleanliness	—Gives evidence of concern and care in cleanliness at all times					
	1	2	3	4	5	6	7	8	9	10
ATTITUDES TOWARD CAMP OPERATION	—Avoids participating in certain camp activities —Complains about assignments —Sees only small part of total operation of camp as important	—Participates but avoids active leadership in activities —Attitude discourages participation of campers —Ill at ease before a group—timid, hesitant —Lacks confidence to secure group's attention	—Leads some activities —Works in most any assignment without complaint —Lends support to programs through attitude and participation	—Relaxed and confident in leadership —Gains enthusiastic response from audience —Well prepared and organized —Brings fun to any activity supervised	—Participates in and enjoys activities and group —Inspires enthusiastic response —Can handle any situation when leading group					
	1	2	3	4	5	6	7	8	9	10
TEACHING OF SPECIFIC SKILL	—Disorganized —Wordy —Unsure of self —Limited ability in skill area	—Ill at ease —Knows basic skills —Lacks organization and confidence in teaching	—Comfortable —Communicates skills well to individuals —Adept at skill	—Well organized —Very much at ease —Varies pace, involves group —Involves individuals in trying skills	—Exceptional command of organization —Speaks camper language —Involves individuals easily —Expert at skill					
Notable strengths: _____										
Notable weaknesses: _____										
If you were director, would you employ this person another year? _____										

share his/her support and backing of the counselor along with an expression of appreciation for the job carried out.

The Supervisory Process: Non-counseling Staff

A supervisory process, similar to that designed for counselors, is applicable to non-counseling positions as well. The supervisor needs to follow similar principles and steps:

- Establish initial ground rules and understandings of responsibilities and performance goals with the staff member in an opening conference at the close of the training period.
- Observe the staff member at work and make notes of these observations.
- Establish a scheduled time for a conference (every ten to fourteen days) to discuss the staff member's concerns, job performance, personal goals and accuracy of the job description.
- Hold an end-of-season conference in which some feedback is given, pointing out improvements over the summer, evaluating together accomplishment of personal goals, and opening the way for any feedback from the staff member and for his/her evaluation of job performance.

The Supervisory Process: Administrative Staff

A pattern of supervision, similar to that for counselors or non-counseling staff, should also be established by the camp director for administrative staff who report directly to him/her. There should also be a plan for securing evaluations of the administrative staff from counselors and other staff who work with and for them. A summary of these should be shared at the final supervisory conference of the summer. The form shown in *Illustration 11.3* gives one example of the process for administrative staff evaluation.

Where there are a number of supervisors in a camp setting, the camp director can benefit from the work of these by the brief notes on each conference which are placed with the employee's personnel record. The director can thus learn from administrative staff meetings and written records of the overall individual needs and performance of staff whom he/she may not be able to observe directly. The personnel records of each individual also function as valuable background information when references are requested.

Starting a Supervision Program

For a director seeking to put in place a definite program of supervision for the first time, the plan described here may be more than can be dealt with productively. It may be wiser to begin the program with counselors only and to use fewer conferences with a more selective content. Or, it may be effective to begin the supervision program with administrative and department heads, and work out a plan for broadening it in the future to include all staff. The size and organization

Illustration 11.3

Administrative Staff Evaluation by Counselors

- | | | |
|--|-------------------------------------|--|
| ☐ Boys' Program Director | ☐ Naturalist | ☐ Tripping Counselor |
| ☐ Girls' Program Director | ☐ Nurse | ☐ Waterfront Director |
| ☐ Office Secretary | ☐ Hostess | ☐ Arts & Crafts Counselor |
| ☐ Camp Director | ☐ Head Cook | ☐ Unit Director—Seniors |
| ☐ Truck Driver | ☐ 2nd Cook | ☐ Unit Director—Juniors |

It is helpful to have feedback from counseling staff on the above personnel. Please check the appropriate square as you complete the form. Positive and negative comments can be helpful.

Comment on:

1. Ability in assigned job (listed above):
2. Helpfulness to you in doing a better job as a counselor:
3. Congeniality:
4. Efficiency:
5. Attitude toward individuals (campers and counselors):
6. Interest in total camp program:
7. Any other comments or observations:

of the staff, as well as their experience, may be factors in a beginning program and the amount of time which can be devoted to a new supervisory program.

Stress and Camp Staff

In any program of supervision at camp, the camp director and department supervisors need to be aware of the potential problems of stress. Living in the camp community provides its own proclivity to stressful situations. It is essential that the director have a somewhat technical understanding of stress, its symptoms, and its effects and how to help alleviate those effects. Stress management in staff has been previously named as one factor in risk management. Attention to the symptoms of stress has been shown to decrease the number of accidents/incidents greatly.

1. Definition of stress

Stress is a physical, chemical or emotional factor that causes bodily or mental tension resulting from factors that tend to alter an existing equilibrium. Stress is caused by stressors which are external demands of life or internal attitudes and thoughts that require us to adapt. Stress triggers a response from a complex

part of our brains and bodies called the autonomic nervous system. This system creates the fight-or-flight response and provides for bodily changes to enable humans to fight or flee from physical dangers to their survival.

- a. Digestion slows so that blood may be directed to the muscles and brain — "Butterflies in your stomach."
 - b. Breathing gets faster to supply more oxygen for the needed muscles — Feels as though you can't catch your breath.
 - c. The heart speeds up, and blood pressure soars, forcing blood to parts of your body that need it — Feels as if your heart is pounding.
 - d. Perspiration increases to cool the body, allowing it to burn more energy — Experience more sweating.
 - e. Muscles tense in preparation for important action — Feel it as a stiff back or neck after a stressful day.
 - f. Chemicals are released to make the blood clot more rapidly.
 - g. Sugars and fats pour into the blood to provide fuel for quick energy — Ever been surprised by your strength and endurance during an emergency?
2. Response to stress

While modern man rarely has need for bodily reactions to insure physical survival when threatened, the ability to think of the past and imagine the future is another way in which these responses can be triggered at any time. And, in the midst of modern-day life, not only do humans seem to trigger the stress response more often, but most situations do not provide an outlet for the extra chemical energy produced. When human beings think about what happened or might happen, they cannot run from anxieties or physically fight their fears, this becomes emotional stress. Even if the chemicals produced by emotional stress could be safely burned off, upsetting psychological distress can interfere with productivity, learning, and interpersonal relationships. If the stress reactions increase, people become less and less able to handle even minor stress.

a. Short-term stress

In the short term, stress responses (derived from bodily survival fight-or-flight reactions) often manifest themselves by: a jittery stomach, a lump in the throat, a tight feeling in the chest, a racing pulse and pounding heart, a pain in the neck and shoulders from tension or a tendency to fly off the handle.

b. Long-term stress

In the long term, stress responses become chronic and incessant and have much wider implications for the staff member. It is at this point that the supervisor may first become aware of the presence of stress because the staff member exhibits some of these symptoms. He/she:

- Becomes less productive
- Never has enough time
- Becomes withdrawn and depressed
- Has increased smoking or drinking problems

- Experiences an increase in pain associated with chronic diseases (arthritis, headaches)
- May eat more and gain weight, or eat less and lose weight
- Is subject to day dreaming and has difficulty concentrating
- Experiences sleeplessness or sleepiness
- Has feelings of worthlessness, inadequacy, and rejection.

3. Stress management

In order to help the stressed staff member cope with the situation, the supervisor needs a basic understanding of the biological systems related to stress factors. The major system, the autonomic nervous system, has two divisions. The first, called the sympathetic nervous system, is the one which triggers the fight-or-flight response. The second division, the parasympathetic, influences the body in ways that are almost the exact opposite of those of the sympathetic. This second part is responsible for conservation and replenishment of energy and modifies the sympathetic nervous system response. There is some evidence to suggest that the parasympathetic nervous system can be activated through relaxation procedures, thus minimizing and negating the physical responses of the sympathetic nervous system.

A supervisor who observes the symptoms can counsel the staffer to take some practical steps toward managing the stress. Most stress can be divided under three main categories: stress from your situation, stress from your mind, and stress from your body. Within these categories, there are some immediate solutions or ways of handling stress that staff can be educated to use.

Situation

- Assert yourself; say "no" or ask for exactly what you need.
- Remove yourself or escape from the problem.
- Plan specific steps as to how to avoid, reduce, or correct the problem in the future.
- Pace yourself and schedule time to relax.

Mind

- Catch yourself when jumping to conclusions, taking things personally, or attaching much importance to a minor event.
- Mentally yell "STOP."
- Replace with positive thinking or your happiest memory.
- In your mind's eye, see yourself taking charge in a relaxed and confident way.

Body

- Breathe in deeply, counting slowly up to five.
- As you exhale completely, count slowly back to one and relax all muscles.
- Imagine you are loose and relaxed from head to toe.
- Avoid caffeine, nicotine or any stress-causing chemicals. Substitute a quick stretch or a brief walk.

However, these solutions are of a temporary, stop-gap or preventive nature. They may be effective in some cases of short-term stress and help to alleviate

some problems. But, in some individual cases, medical or psychiatric assistance may be necessary if symptoms seem to be severe and if the staffer is unable to function normally enough to cope with the day's demands.

Burnout

Some degree of stress is healthy and helps the individual be productive and competitive in the day-to-day situation. However, if stress is unrelieved or moves to long-term stress, burnout can result. Burnout is a condition of emotional and physical collapse brought on by the unchecked escalation of pressure or stress. Particularly in the resident camp situation, where staff is often with campers twenty-four hours a day, day after day, even with time off, a counselor can find himself/herself burnt out by the end of the fifth or sixth week of camp.

There are signals which can alert the supervisor to the potential burnout of a staff member.

1. Persons who are over-enthusiastic are prone to burnout. They get so wrapped up in the job and situation that they feel everything is wonderful and do not hesitate to share that with one and all.
2. Persons who frequent the health service with colds, neck pain, back pain, rashes, and other similar conditions are often actually exhibiting the early signs of burnout. Antagonism toward others sometimes arises at this point, and the individual often moves away from peers who are less enthusiastic or tire of the individual's enthusiasm.
3. The individual begins to sense that his/her commitment level is lessening or something is wrong with the assignment. The person may feel that he/she needs something more challenging, indicating that he/she is not enjoying the present assignment as much as in the past. Or a request may be made for more time off to provide a new viewpoint. Days off may be spent in frenzied activity to relieve this feeling or tension. However, the relief of time off provided the individual does not seem to last; within a day or two, the old symptoms begin to show.
4. At this point, the individual begins to find it difficult to function as efficiently as in the past, and often tries to cover up inefficiencies or mistakes by making excuses or lying. Relationships seem to deteriorate, and it is difficult to find peers who are willing to help or support the individual. The person may appear nervous, forgetful, or distracted.
5. From this point, burnout can progress to desperate efforts to combat the feeling of defeat and it can resemble depression. Day-to-day tasks become more difficult and the person uses lies or deception to cover up the problem.

The supervisory process lends itself to helping the potential burnout candidate recognize the problem and the symptoms and develop a program to utilize their free time and days off in relaxing rather than in frenzied activities. The supervisor and other staff may try to provide support and nurturing concern for the individual; at the same time, the supervisor helps the individual recognize the importance of opening himself/herself to those who are supportive.

Careful attention to providing the adequate time off and days off for all staff is important to prevent burnout and relieve stress in all staff. Though some types of personalities are more prone to burnout than others, the pressure of the camp living situation can bring on burnout in persons who otherwise would not succumb. Therefore, as the season progresses and staff tend to get more tired, relaxing events for groups of staff, on a rotating basis, and careful coaching, on an individual basis, can help prevent burnout.

Checkpoints

1. Do you have an outline of who supervises whom?
2. What is the plan for supervision of staff that you, as director, supervise?
 - Conferences?
 - Observation?
 - Group meetings?

Related Standards

C 2, 12, 14

CAMP TAWINOO, CANADA



"Leadership is the key to any program activity . . ."

Operation and Supervision of Program Services

12

"And at each day's end a child should surely have experience with a small fire — sit close to it, tend it, feel its warmth and the warmth and security of her or his close-knit small family group gathered round; and in the wonder and magic of firelight be able to talk, in the semi-darkness, of the problems that bother — begin to form attitudes, think out values, grapple for the ends for which he or she might live — begin to put together the fragmented pieces of learning toward becoming a whole person."

Lois Goodrich¹

Program is, as we have already suggested, only a tool which grows out of the camp's goals and objectives. To develop program activities without goals and objectives in mind is simply to provide a potpourri of unrelated activities, many of which may be just as easily available in the camper's home setting. Program is not just the activities, it is:

"... all activities, conditions, and relationships that affect the camper: the planned activities as well as the unplanned; the subtle conditions that surround him as well as the more obvious conditions; the relationships that he has with other campers and with counselors; the counselor's attitudes toward him as well as the methods the counselor uses."²

If program is everything that happens in camp, it cannot be covered in one chapter but touched upon in many aspects of the living experience that are discussed from chapter to chapter: eating, sleeping, health care, staff, transportation, the camp setting, and of course, activities.

In smaller camps, the director may give immediate supervision to the coordination of program activities; but, as the number of campers grows, the director will have to secure assistance or delegate this primary responsibility to a program director or coordinator. It is important that the ongoing responsibility be assumed by one individual so that one person can evaluate the entire program. That person

1. Goodrich, Lois. "A Time for Discovery." *Camping Magazine* 52:1 September/October, 1979. p. 16.

2. Dimock, Hedley S. *Administration of the Modern Camp*. New York, N.Y.: Association Press, 1948. p. 123.

needs a clear understanding of the camp's objectives and goals, of the background of the campers, and of the age groups in camp, as well as the ability to maintain a working relationship with the staff. Only with that background can a person monitor the camp's progress toward meeting its goals and objectives.

Regardless of the size of the camp, the director can never completely delegate supervision of the program without releasing control of all of the camp's operation. In other words, to deal with health, food, and maintenance services in one segment of camp leadership on a philosophical basis and expect program to operate in a totally separated manner is unrealistic. The delegation of program to the program director does not generally mean that the camp director completely divorces himself/herself from program direction; the camp director and the program director must share a cohesive and collaborative approach to all of the elements of camp life to make that experience fruitful.

With the expansion of the traditional summer youth camp into all age groups and operation year-round, program takes on a somewhat different connotation in different types of camp and conference settings. Therefore, this chapter has been subdivided to discuss not only the traditional approach, but some of the other types of programs.

Principles of Program Development

The **first** step in the development of program is to go back to the camp's philosophy, purpose, goals, and objectives. Only with this clearly in mind is it safe to proceed in the planning process. Information gained in the planning process may lead to the revision of some of this foundation, but then it will be a conscious revision or change in direction.

The **second** step is to assess your customers in terms of their interests and developmental needs. This is a multi-faceted assessment since, even if the camp serves solely youth, we have pointed out earlier that both the parent and the camper are customers with differing viewpoints. Many camps serve not only youth, but also adults, rental groups, and schools, as well as special populations within age groups, further necessitating looking at each group of customers and their expectations and needs. Such assessments may take the form of questionnaires, individual interviews, or focus-type group interviews. Questions should be formulated carefully to avoid bias on the part of the author or interviewer, as well as to provide the type of information desired.

The **third** step, once the assessments are compiled is to review again the goals and objectives of the camp. In other words, can you really develop the program that will meet the interests and needs of your potential customers and still meet the camp's goals and objectives? If not, then this will likely necessitate a reassessment of either the audience you serve or the goals and objectives. There must be some alignment of these two factors to expect the camp to be financially viable, and also have community support.

The **fourth** step involves an appraisal of the camp's resources. What about the environment in which the program is to take place? A careful look, not only at

facilities but of the natural environment, will be useful in appraising whether the type of program planned will fit in the environment. Will the type program — activities or facilities required — be inappropriate or counter-productive in the natural environment? Does the program take advantage of the natural resources at hand?

What about staff? Can persons with the expertise and leadership skills required for this particular program be found?

What about fiscal resources to initiate the program? Initial start-up costs exist in any program before the customers begin paying for the service. What is the cost effectiveness of the start-up costs?

Once the assessment is made, the director, along with key staff, should begin the **fifth** step, the **refinement** of the specific program objectives and activities. In this process, a balance should be achieved between small group and total group activities, active and quiet times, the structured and informal times.

Only when the program is clearly defined and outlined, and fiscal resources committed to its accomplishment, are you ready to begin the **sixth** step, which is **marketing** it to the prospective customers. A dry run with a group of prospective customers is a good idea prior to broadly promoting the program.

As the program is implemented as well as at its conclusion, the **seventh** step should be accomplished, that of **evaluation**. This will lead to improvements in the program before it is conducted another time. Evaluation is discussed in a later chapter.

Program Emphases in the Summer Camp

A growing trend has been for many camps to limit their entire program or the program of certain sessions to a narrow range of activities, which is then used as a marketing tool. This emphasis has ranged from overall sports to specific sports (basketball, golf, tennis, gymnastics), from foreign languages to music, from scuba to canoeing. The appeal has often been to the consumer's interests as stimulated by schools or commercial sports and/or the customer's concern for his/her own or the child's development of certain skills.

On the other hand the majority of camps continue to offer a general program with a variety of program activities from which campers choose as well as a number of all camp or all unit activities. Many general program camps do provide more expertise and experience in certain activities than others, providing a general program for younger campers, and offering more specialities for older campers. Oftentimes, the geographic setting of the camp lends itself to certain specialities that take advantage of that setting i.e. the mountains, the sea, lakes, rivers.

To argue that specialized or general programs are better or worse is a doubtful exercise, since the value of any camp experience is far more dependent upon the camp leadership, and upon the alignment of the camp's, customer's, and consumer's objectives and relationships than it is on the specific activities.

Staff in the specialized camp or unit should be careful not to over-emphasize skills in one sport or area at too early an age or the child's experience will be too

narrow. Even in a camp specializing in one area there should be opportunities for other activities and experiences. On the other hand, more general program camps must recognize that to attract older campers a greater challenge in skill development and/or adventurous activity is needed.

Similarly, in specialized programs, a staff member striving for greater experience and expertise should not be allowed to overshadow his/her overall counseling role. Although every staff member need not be a living unit counselor in every camp, every staff member should have concern for the camper and be willing to deal with the needs of each individual.

Progressive Programming

In any camp program there needs to be an examination of the age groupings served in terms of their human development and readiness level for certain experiences. The same program design and activities may not meet the needs of an eight-year-old and a seventeen-year-old; and, if such a program is offered, there will be very few at one end of the age spectrum or the other.

There has been a growth in the youth camping movement for camps to serve younger and younger campers. Almost simultaneously, as a marketing tool, camps have tended to expand their variety of program activity offerings. Unless there is careful planning in program development, this can lead to the youngest in camp perceiving that by age eleven or twelve, one has experienced everything that camp has to offer.

Developing program objectives for different age ranges based upon developmental needs and readiness can provide youth with a different experience each year of his/her life at camp right on through high school. This requires enough study of human development to understand the social and coordination readiness of each age group. A plan outlining human development characteristics and needs for each age group parallel to each program activity and what is emphasized in that activity to correspond with those characteristics and needs should be put into writing as part of the camp manual. The staff training process should emphasize those differences and the philosophy of program progression.

Group Living

As careful a consideration should be given to the day-to-day living experience, as to the program activities which are offered at certain hours of the day. The interaction between campers, as well as between camper and staff in the living setting relates as directly to specific age group developmental characteristics and needs as do activity skills. Especially in the resident camp setting, more of the actual hours of the day will be spent in those type activities (eating, sleeping, in the living area) than in programmatic activity. In the day camp, certainly a significant part of the day is spent in being transported to and from camp as well as moving from activity to activity and during lunch and rest periods.

It is critical that the leadership assigned to supervision of the living group during these times be as sensitive and mature as in the activity periods. Here are the teachable moments when the right words, the tone of voice, the intervention or the non-intervention, a smile, or an arm around the shoulder can make all the difference to an individual or group. This cannot be programmed, but staff can be educated and sensitized in the process of staff training and supervision to watch for and take advantage of these moments.

Mealtimes should be designed to reinforce camp objectives and give those who are eating together a learning and social experience. This requires thought concerning the size tables that are used, the way in which food is served, what the staff role is at the table, and what occurs in the eating area before and after meal service. This is as important in a day camp setting with sack lunches as it is in the largest resident camp with multiple dining rooms. The principles and opportunities are the same. To a large degree, it is also as true with the youngest child and the oldest adult participant.

For children, the use of the toilet/bath facility may be one of the first exposures to group use of such facilities. In any case, this is another area in which the living group leader not only provides supervision, but also leadership in attitudes, language and sensitivity. Responsibility for one's surroundings is taught in the care of such facilities as well as in the sleeping areas in a resident camp.

Program Emphases Beyond Summer

More and more camps are offering actual programmed events beyond the summer. Such events for youth, by the nature of the school week, tend to be on weekends or during holiday periods. Being short term in nature does not lessen the attention that needs to be given to programming, planning, and staffing. In some ways, it is more important, for the camp has less time in which to reach its objectives. The same principles of program development need to be applied in the planning process.

Certainly, the basic objectives for a short-term experience need to be within reach for the time period allotted. Therefore, those objectives need to be succinct, as well as clearly communicated to participants and staff. The living experience in terms of peer relationships, mealtimes, and non scheduled activity is equally important here as in the longer term experience in the summer.

Such events for adults vary from weekend programs to week-long programs for adults who are not in the full-time work force. The care and attention given to adult programming should be no less than that given to youth. Though it may or may not require less staff, it requires no less development of program objectives and planning based upon the human development characteristics and needs of the particular age group being served. In fact, since many camp directors and staff are more experienced in working with children, it may require more time in the initial preparation and planning.

Providing outdoor or environmental education programs for schools places the camp in a teamwork arrangement with the classroom teachers involved. The

development of the program will require cooperative planning, but should utilize the staff and resources of the camp where it is strongest. To provide only facilities when camp personnel often have a much better grasp on environmental education techniques is a poor utilization of resources, and a disservice to the school.

In this conjunction, many camps have developed adventure and challenge courses which have added an exciting new educational dimension to the camp setting. However, these courses require careful construction after consultation with outside experts, and also require carefully trained leadership which can demonstrate both the skills and safety aspects of the program. There should be no assumption that a low course will need any less capable leadership and safety precautions than a high course or a rappelling program. In a number of camps, these courses have opened the door to serving youth-at-risk or adjudicated youth. This is an exciting expansion of service to a population that can greatly benefit from the camp experience with this component. However, it requires careful planning, and a mature and experienced staff to make it effective.

Many camps provide facilities for rental as their principal program. The camp is designed to be used by an organization's local groups year-round, or by other groups during the non-summer months. If this is one of the camp's principal goals, then its objectives should be developed accordingly following the program development process. In this process, the camp becomes an enabling device to help others accomplish their goals. This requires a service-oriented staff and program philosophy. It should not be viewed as simply another source of income.

Facilities become the primary focus in this type program, and should be developed to meet the functions needed by the user groups. The assessment process is critical before expending considerable sums in facility improvement or development.

Specialized Clientele

Many camps have been designed to meet the needs of special populations while other camps utilize only part of their season to serve a special population. Such populations are often chosen because of special physical or programmatic needs the group possesses, where grouping with their own special needs group provides a more comfortable environment for their first camp experience or the special diet, staff, and resources needed to serve their needs. Such groups include senior adults, inner city youth as well as persons with similar physical conditions (asthma, diabetes, cancer) or persons who have restricted mobility (wheelchair bound, blind).

There has also been an effort by many camps to integrate persons from certain special populations into the more 'normal' camp community wherever the particular difference does not prevent participation in the camp's activities or where facilities or necessary special staff are available. The entire camp community can gain greater sensitivity and learning from such integration, if there is a readiness on the part of all participants and careful planning. The camp for specialized clientele does not demand the elimination of any overall set of camp activities; this

principle has been demonstrated again and again by creative and determined individuals who have utilized almost all possible activities in the camp setting.

The critical element in serving a special population in the specialized camp/session or in the mainstreamed camp is that the camp administration has researched the special needs and characteristics of that special population before instituting the program. Staff will need additional training and understanding of the particular special population served. There may need to be additional medical staff, special menu considerations, or facility modification. The director of a camp seeking to serve a special population must be careful not to assume that certain things cannot be done, but rather must approach program with an enabling attitude and seek possible alternatives, where the traditional approach does not work.

Specific Program Activities

Camps continue to broaden the variety of activities that can be utilized in the camp setting. There is virtually no limit to that variety, except in the philosophy of the particular camp and consideration as to what can be done in the camp setting that cannot be easily done in the camper's normal environment. Obviously, the fact that most camps are located in a setting with natural environmental resources would indicate that there is an advantage in utilizing those resources wherever possible, and building on them as the core of the program emphasis.

It is not practical to deal with individual activities in detail in this book, and there is a wide variety of resources for those activities in the resource list in the Appendix. However, here are the general areas of activities that most often occur in camps:

Land Sports and Games

Team: softball, baseball, basketball, football, soccer, lacrosse, volleyball

Individual: tennis, badminton, archery, riflery, horseback riding, horseshoes, table tennis

Informal: tetherball, all sorts of chase and hunt games that have developed in various camps

Water Sports and Games

Swimming: recreational, instructional, synchronized, competitive

Activities: water polo, fishing, water ballet

Watercrafts: canoeing, sailing, rowing, kayaking, waterskiing, sailboarding

Water slides

Arts

Performing Arts: music, dance, drama, creative writing

Arts and Crafts: painting, ceramics, leatherwork, metalcraft, weaving, woodwork, jewelry, nature crafts, photography

Outdoor-Oriented Activities

Outdoor living skills: camping out, axemanship, firebuilding, outdoor cooking, shelter building, tent pitching, orienteering, knot tying

Physical skills: hiking, mountaineering, backpacking, canoe tripping, snow skiing, cross country skiing, snowshoeing

Nature oriented: nature hikes, marine life, birdwatching, rocks, conservation activities, astronomy, animal lore, butterflies, gardening

Vehicular

Go karts, biking, flying

Special Events

All-camp events which utilize a theme are common in camp settings: Christmas in July, Regatta, Paul Bunyan Days, Circus or Carnival Days, Olympics of all sorts, Pageants. In general, these sorts of events involve campers and staff in planning, preparation, costumes, and performance. Sometimes, the event is tied into a presentation at a Visitor's Day or a Parents' Weekend.

Social Recreation

These range from quiet games in the living area to all-camp cookouts or banquets. Games such as charades and skits which require no equipment are a staple of campfires and evening social programs. Singing is an important ingredient of many of these events, and is often a part of mealtimes, campfires and evening programs.

Spiritually-Oriented Activities

These range from non-sectarian vespers or chapel services or bedtime chats to religiously affiliated camps where the religious emphasis is a major focus in the camp program. In the latter camps, there may be Bible study groups and religious services daily, as well as a strong emphasis upon religious philosophy in all aspects of the living group experience. Almost all camps develop certain devices that are utilized to assist participants in character building and the recognition of the spiritual aspect of life and its integration into the physical, mental, emotional and social elements. Clarice M. Bowman said it well:

"Spiritual values are not just another group of desired outcomes; rather they comprise the core of the constellation of all other values, the pulsating heart of the camping program. Very little may be said about spiritual values in words, but they will be communicated if they are present in the spirit of the leaders, in their motives for being at camp, in their vision of the goals, and in their sensitivity for helping campers have worthy goals of their own that may be achieved by engaging in delightful activities."³

Whatever the activity or program event, there are some specific standards that should be applied in the preparatory period for that event. Part of these standards relate to the concern for risk management mentioned in Chapter 9, as an effort to

3. Bowman, Clarice M. *Spiritual Values in Camping*. New York, N.Y.: Association Press, 1954. pp. 39-40.

reduce risks and all of them grow out of the camp's concern for quality in its operation.

Leadership is the key to any program activity, and examination of the availability and qualifications of staff for an activity are the first considerations. What skills are essential to making this a quality experience for campers? Is the activity such that it requires some type of documented training, i.e. Red Cross certification, completion of a given course? If the activity involves teaching a skill, does the person have the ability to teach? There is considerable difference between being skilled at an activity and teaching that skill to others.

In addition to the skills related to the activity, the staff member who is to lead the activity must be trained in the safety regulations established by the camp for the activity, and have the maturity to be able to identify hazards that may be present in the environment of the activity or any situation which might arise. What safety procedures should be observed in the conduct of the activity? What emergencies could occur and what procedures should be in place? That staff member or another who is present should be trained in first aid or related situations that might arise from an accident or health situation during the activity.

Appropriate equipment required by the activity is essential and in adequate numbers so that there are no lengthy waiting periods or safety hazards created for campers? 'Appropriate' indicates that in some cases the equipment needs to be sized for the age and size of the camper. To use an adult sized PFD for a nine-year old during a boating activity is dangerous and inappropriate.

In some cases, such as riflery and archery, the equipment will need to be stored in such a manner that it is not available except when the leader is present.

Participant age and skill for the given activity dictates the level at which the activity is to be conducted. The eligibility requirements should be established initially, in terms of age and skill required. If there are a limited number of persons competent to supervise and instruct the activity, there should be a limit to the number who can participate. The latter element will require the establishment of camper to staff ratios that will insure quality time with safety for each camper.

In many cases, the resource materials and certification programs developed by various national organizations will provide the guidance and outline needed. However, there are many activities for which there is no national certification program. There is resource material on most activities which the director or program director can study and experts who can assist in the development of a written curriculum for instruction and supervision.

Obviously, when one reviews the variety of program activities available there are differing levels of risks and skill involved. Though these factors should be considered for each and every program, and become part of the risk management program of the camp, a more detailed approach would obviously be required for rappelling than for an all-camp campfire.

Structure

Although the scheduling and utilization of program activities will vary with the

degree of centralization or decentralization of camp (as discussed in Chapter 4), some elements should be considered in any approach to program activities. A variety of structure is ordinarily used whether the camp is decentralized, centralized, or some combination thereof.

Living Group

In a decentralized program, the living group is the principal structure for the accomplishment of program. However, in any camp program, there is a place for the living group to have time to do things together, whether it is simply meals, cabin clean-up, and bedtime chats or an allotted period designated daily. Some camps utilize this group in competition with other living groups, whether in sports or informal contests. However, too much competition at this level can be counter-productive to the real goals of group living.

Individual

In many camps, the individual is given a choice of activities in set periods both morning and afternoon and the program is tailored to that person's interests, skill level, and expressed needs. Within this choice, there are usually some limitations in terms of eligibility to certain activities, and a requirement that the camper stick with the activity for a minimum number of days.

In any camp setting, there should be opportunities for individuals to have free time and to be able to do some things on his/her own. A camper may wish to spend time on a specific craft project or fish off the bank of the lake or simply lie on the hillside and watch the clouds or visit friends in another unit. Staff can be stationed in program areas to assist and to be available in certain geographical locations in case of a problem. Such a period should be followed by a meal or enrolled activity so that counselors can check their groups for the wanderer or lost child.

Interest

There are advantages to campers from several living groups being able to join together in common interest for a given period. In some camps, this is based upon skill as well as interest, and campers can choose to go on a canoe trip. In other situations, it may be interest in a given project, such as an archaeology dig or building a foot bridge across a small creek. The camp's ability to be flexible and provide staff support where needed can make this an exciting dimension of camp life.

Instruction

It is very common for camps to offer skill classes and for campers to move in and out of those classes as they achieve a certain level. For instance, swimming instruction is typically organized in this fashion.

Unit

Several living groups usually form a unit or section in a camp. This unit may be for all youth in a given two- or three-year age range. Often, evening programs are planned by the unit for all the living groups, or one meal is cooked out daily within

the unit. This works best where the cabin groups in an unit consist of campers of the same age range and maturity.

All-camp

The enthusiasm of being part of a well planned all-camp event is not easily matched by any other type activity. This type of program can be more spectacular or exciting than small group activity. This sort of event often gives an opportunity for campers to perform before others, as with a drama group presentation or informal skits by each living group.

Some long-term camps operate two or three days of all camp activities around a theme near the end of the season. Some events may involve individual participation, while others involve living groups or units.

Bus

In day camps, campers are often transported by bus to the camp location. The time on the bus should be utilized as part of the program structure. Staff, other than the driver, should be aboard to give leadership and supervision. This is a period when anxiety can build on the part of the new camper or boisterousness can get out of hand. Some activities may be individual in nature, while others may be grouped by sections of the bus. Singing can provide an outlet as well as a group spirit building exercise. The balance of maintaining enthusiasm and variety without distracting the driver will prove a challenge.

Pacing

The pacing of the day's activities is as important as the activities and structure. There should be plenty of physical activity to meet the energy and exertion needs of most children. On the other hand, there should also be time for quiet, relaxation, rest, and individual initiative. A mid-day break should be planned during which participants and staff can catch their breath by lying down, sitting on their bunks or under a tree, reading or writing letters. The camper's age will dictate the logical approach for this break and its supervision. Younger children may need more regimentation or routine established to get them to bed to rest; but once, there, the body generally takes over if the morning has been an active one. Teenagers will benefit from a more flexible approach; and of course, adults need this sort of flex time, too.

Varying the scheduled activities with those in which the camper has some choice, as well as varying living group activities with instructional activities provides for more variety and interest on the part of the camper.

In a resident camp, evening also affords an opportunity for activities paced differently from those during the day. Evening activities are often broadened to the unit or other portions of camp, if the day's activities have been in small or living groups. In camps where daily activities are more general or specialized, evening provides an opportunity for living unit activities. The wealth of program ideas usually generated by staff and campers alike may well replace a manual of operation. However, the perusal of various program resource books during staff

training or during the summer by staff members can often provide the stimulus needed for staff and campers to generate variations or new ideas. Again, such activities should be paced so that the more physical or boisterous activity takes place earlier in the evening; a general slowdown in activity and noise level, the closer one gets to bedtime, will help the counselor to quiet the living group for sleep in the resident camp.

Checkpoints

1. List all the program activities utilized in your camp last summer.
2. Test the program development guidelines against those activities and see if other program directions arise.
3. Using the modified list of program activities, test each activity against each of the following elements:
 - experienced and qualified staff
 - adequate and appropriate equipment
 - safety and emergency procedures
 - eligibility and numbers of participants
4. Review the flow of a typical day at camp and consider where there are times for:
 - strenuous physical activity
 - quiet, reflective, relaxed time
 - time for the camper to choose his/her own activity
 - learning new skills
 - time for the camper to meet campers from other living groups
5. What special populations does your camp serve and what are their special needs?

Related Standards

1. D 1-43, F 1-24, G 1-21, H 1-17, SF 1-10, SH 1-7
2. Self-Assessment Document: Items 32, 33, 34, 35, 36, 37, 38

ASHBURY HILLS UNITED METHODIST CAMP, S.C.



"Mealtimes should be designed to reinforce camp objectives and give those who are eating together a learning and social experience."

Operation and Supervision: Central Support Services 13

"An effective administration relieves program of all nonessential detail . . . The tracks must be kept clear if program is to operate at its maximum degree of economy and effectiveness. Such matters as health, safety, and sanitation, although vitally important in program considerations are as much the concern of administration as feeding, housing, and transportation. In fact, it is hard to draw the line, when discussing responsibility, as to just what parts of the total camp life are administrative in contrast to those of program."

Gerald P. Burns¹

Though every operation in camp is part of the overall program, certain services tend to be seen in a more supportive role than the direct program operation. The importance of these services can not be overemphasized in terms of complementing direct program activities as well as being part of the risk management plan.

Health Service

Personnel

Careful attention to the early selection of a health manager, and identification of standing orders and health service policies and procedures will save the camp director considerable time and worry later in the season. Although the camp director can seldom be an expert in medical areas, he/she should be very familiar with this particular part of camp life.

A camp physician should be selected with care and with attention to references, for the director needs the advice of a doctor who has not only an understanding of the medical treatment of children, but also of the unique characteristics of the camp setting. Camps with boards or committees may have a health committee which includes a physician or nurse, but that does **not** substitute for a physician in the camp's local community who is under agreement with the camp. That agreement should be written and may simply be a letter outlining his/her willingness to serve. With the camp physician, the director should determine several key policies:

1. Burns, Gerald P. *Program of the Modern Camp*. New York, N.Y.: Prentice-Hall, 1954. p. 59.

- What is the maximum time acceptable between staff and camper physical examinations by a physician?
- What are the primary qualifications and responsibilities for the camp health manager?
- What are the steps to be taken in the screening of campers and staff upon their arrival and prior to their departure?

It would be ideal if a camp could have a physician and nurse. However, that is impractical for most short-term camps, but is most often made possible in short-term camps who serve a special health population and long-term camps and by the use of several physicians who are camper parents or former campers/staff who rotate in for a couple of weeks each over the summer.

Where there is no resident camp physician serving as health manager, the ideal for camps is a Registered Nurse. With the shortage of Registered Nurses, other arrangements sometime have to be made. In a day camp, a health care manager with Emergency Medical Technician or Paramedic certification or a staff member with current certification in American Red Cross Standard First Aid or Medic First Aid may fill this role and if the person has access to a Licensed Physician or Registered Nurse who is familiar with the camp, or a medical facility in close proximity (one mile). In any case previous arrangements should have been made in writing. In camps which serve persons with special medical needs, the need of a Licensed Physician or Registered Nurse can not logically be avoided.

In selecting a nurse, a careful examination of the nurse's experience and approach is critical if it is to be a good experience for both the camp and the nurse. A nurse who has spent his/her entire nursing career in a hospital or doctor's office may be reluctant to take any step in a camp health service without direct immediate orders from a doctor. Experience in an emergency room, as a school nurse, or in pediatrics is more likely to provide the experience comparable to the camp health situation. In fact, the nurse needs direct experience in first aid, because so many of the minor ailments of camp life require that sort of attention rather than diagnosis/long term treatment.

In fact, it is important that, if the health manager or one of the nurses do not have first aid certification, that a person or persons be employed on the staff who has American Red Cross Standard First Aid or Medic First Aid and CPR (cardiopulmonary resuscitation) certified by the American Red Cross, American Heart Association or the equivalent. This person may serve in an entirely different staff role, but be present to assist in training and first aid procedures, if needed. In a resident camp, a similarly certified person can serve as the health manager if a Licensed Physician or Registered Nurse visits the campsite daily, giving an opportunity for the day-to-day supervision/consultation that insures some degree of continuity in health care practice.

Louise Czupryna, herself a camp nurse, points out that "camp directors can play a vital role . . . in welcoming a nurse to their camp, especially newcomers to the field, and giving them the support they need to become a part of the 'camp team.' They often need to be 'helped along a bit.' One of the camp nurses' biggest

complaints, especially new ones, is the lack of deliberate effort to help them feel a part of the camp operation. Without the interaction and assistance of fellow health professionals that is part of working in a hospital or clinic, the new camp nurse is apt to feel lonely and disconnected in the rustic camp environment."Czupryna, Louise. "Partners on the Health and Safety Team." *Camping Magazine* 61:5 April, 1989. p. 28 Camp directors, being in people-oriented business, should understand the need for this personal attention in a strange setting.

Health Care Plan

InHealth care plan advance of staff training, the camp health manager and the director should sit down for a lengthy consultation with the camp physician. The conference should include a review of the previously agreed upon policies (above) and develop or review the previously written camp health plan. The camp health plan should include the following points:

1. A discussion of the standing orders under which the camp health manager will operate. Standing orders should include procedures and responsibilities in first aid, emergency medical care, routine health care by staff other than the health manager, initial health screening, and professional therapy (if any). These should be discussed carefully, modified as needed, signed by the doctor and a copy kept by the camp health manager, camp director and the doctor. Sample standing orders are available which may make it easier to have the busy physician review and mark them up according to the particular viewpoint of the physician. There may be a reluctance on the part of some physicians to sign standing orders. Where that is encountered, it is wise for the camp director and camp health manager to develop written health care procedures and ask the physician to review and initial them with any corrections.
2. An examination of the list of medicines and first aid supplies used the previous year and the compilation of a list of what the physician wishes to be used during the camp season.
3. A discussion of problems that have been encountered by the doctor, the camp director, and the camp health manager in previous years at the camp.
4. A clear understanding about hospitalization and emergency provision procedures: who is called first, calls after hours. The camp director should already have made arrangements in writing for admission of patients and emergency services with the hospital chosen by the physician and with providers of other emergency services.
5. A clear understanding of insurance and billing procedures.
6. A discussion of the first aid approach the staff should use in the absence of the health manager and other health certified personnel (when on camping trips, at the waterfront).
7. A discussion of any camper groups which have special medical needs, and how they are to be serviced.
8. An invitation to the doctor to visit camp sometime during the season.

Additionally, the camp director and health care manager should agree upon other procedures and expectations and add them to the health care plan:

1. Procedures for the health screening of staff and campers upon arrival at camp, including the type records to be kept. In day camps where health screening may not be necessary, it is wise to have a routine visual health check for all staff to do on all campers in their care on a daily basis with a plan for reporting suspicious symptoms.
2. The type of records to be kept by the camp health manager (health examination forms, health screening records, a day-to-day bound log of the first aid treatments and ailments of campers and staff, accident or incident reports).
3. Procedures for completing insurance papers to be filed with camp office and the doctor and hospital.
4. Identification of the general routines that are followed in camp for health care and sanitation, identifying the roles of counselors, kitchen staff, maintenance staff. These may include:
 - A plan for regular health inspection of the whole camp. (Who will accompany the health manager on living quarters inspection?)
 - Procedures for laundering of infirmary linens and disposal of trash and medical waste.
 - Procedures for living group counselors to follow in the supervision of camper health on a daily basis, including procedures for regular check-ins at the health service.
 - A plan for storage, pick-up and disposal of trash and garbage from throughout the camp.
5. Procedures for emergency transportation — drivers, location of auto keys, gas.
6. Procedures for obtaining trays from the kitchen for patients kept in the health service during mealtimes, as well as arrangements for special menu requirements.
7. Procedures for trips to the camp doctor, for securing prescriptions, and for telephoning doctor, hospital, emergency services, and parents of campers and staff members.
8. Procedures for ordering additional supplies and for storing existing supplies, including a locked cabinet and refrigerator for narcotics and prescription drugs.
9. The locations where first aid and CPR certified personnel are required to be present at site or activity.
10. Procedures for non-medical staff to determine situations which must be attended only by a certified health person, as well as the sanitary procedures to be followed in dealing with medical wastes and bodily fluids.
11. Procedures which identify ways in which routine health care as well as life threatening medical emergencies are to be handled in situations when health care personnel is not readily available: out of camp trips, camping trips, canoe trips.

This health care plan is a vital part of the camp's risk management planning and should be incorporated in it as well as kept at the health service. The supervision of this health care plan is the responsibility of the health care manager, even though specific portions of it may be assigned by the camp administrator to non-health care personnel, i.e. maintenance, kitchen.

Staff Training

During the pre-camp training period for all staff, the camp health manager and/or the camp physician should be assigned a period or periods to work with staff around individual roles in the health care plan. Everyone should be given a copy of emergency procedures and required to rehearse any drills. All staff should be given some training in basic first aid techniques; and there should be a list of all persons who hold current first aid or CPR certification to enable rapid response in the case of health emergencies.

Staff should be given the impression that the health service is not simply a place for the treatment of serious illness and injury, but a friendly, integrated part of camp life which ministers to many diverse needs in the camp community. Often, the health manager will deal with homesickness and ailments growing out of tension or other emotional and psychological causes. The involvement of the health personnel in the fun activities of camp, whether as an occasional helper at the waterfront or in the craft shop or as a participant in skits or stunts at a campfire, can endear the person to the camp as an individual. With the proper attitude, the nurse can become a listening ear for many of the problems of campers and staff which have little to do with medical treatment.

Living group counselors need additional time with the health manager to better understand their day-to-day role in the health care of the campers entrusted to their care. They should understand the method by which they are to be informed of special health problems of individual campers in their group, when they are to bring campers to the health service, and what to watch for in terms of symptoms of problems in their daily living routines, i.e., dressing, bath house, eating lethargy, sleeping. The importance of cabin clean-up and how that and daily inspections are related to the health of the campers and staff should be stressed.

Those daily inspections along with regular visits to other parts of camp (kitchen, maintenance shop, program activity areas, staff living quarters), are a key part of health supervision. It is important that the health manager not be considered a spy by other departments or counselors. However, the health manager should be alert to possible health hazards and when one is spotted, it should be reported immediately to the department supervisor or to the director. Naturally, it is not wise for the nurse to approach the counselor, kitchen helper or individual staffer involved on the spot unless it is life threatening. Rather, the problem should be called to the attention of the person's immediate supervisor.

A pre-camp training without some mention and precautionary education on AIDS is a serious omission in light of the prevalence of the problem today, as well as having a staff of an age that is known to be sexually active. Similarly, in some

parts of the country, special attention should be paid to precautions related to Lyme Disease.

Records

Written documentation is a vital ingredient of good health care as well as risk management. A variety of types of written records are identified.

1. Health examination forms on all resident camp participants: the examination to have been performed within a minimum of twenty-four months of arrival at camp, signed by a licensed physician, specifying date of that exam, any current medications, treatments of medical conditions requiring restrictions on participation. A sample health examination form is shown in *Illustration 13.1*.
2. Record of health screening, if resident camp, within twenty-four hours of arrival. A sample health screening record is shown in *Illustration 13.2*.
3. Health histories, with names, phone numbers, and addresses of persons to be contacted in case of a medical emergency. A sample health history is shown in *Illustration 13.3*.
4. Bound health log including the following information recorded in ink on successive lines: date, time, and name of person ill or injured, general description of injury or illness, description of treatment (if any), administration of routine medications and treatments and initials of person evaluating and treating patient. A sample health log sheet is shown in *Illustration 13.4*.
5. Accident/Incident reports completed on all accidents resulting in injury. A sample accident/incident report form is shown in *Illustration 9.1*.
6. Inventories of medications and supplies at the beginning and end of the season.
7. Signed permissions for emergency medical treatment for all campers and staff who are minors.

All of the above records should be placed together and, with the exception of the inventories, kept until the youngest participant has reached six months beyond the age of majority of the state of the camp's location and office. They probably need to be immediately accessible during the twelve months following the close of the camp session and could be stored in a fireproof area thereafter.

Food Service

Day Camps

The majority of day camps do not have the matter of institutional food service as a day-to-day concern. Most often in these camps, campers bring their own sack lunch except on cook-out days. However, this does not preclude appropriate planning to take care of:

1. Refrigeration and serving of the drink for the lunch meal (milk, juice, punch)
2. Provision of drinking water throughout the camp day
3. Disposal of paper and scraps from the lunch period
4. Designing the lunch period to provide a relaxed community atmosphere for good digestion

Illustration 13.1

Health Examination Form for Children, Youth and Adults Attending Camp Form FM 12

Developed by
American Camping Association, Inc., in consultation with
American Academy of Pediatrics

Mail to address below by _____ (Date)

Camper's Name _____

Name _____ Birthdate _____ Sex _____ Age _____

Parent or Guardian (or Spouse) _____

Home Address _____ Phone _____

Business Address _____ Phone _____

Second Parent or Guardian or Emergency Contact _____

Home Address _____ Phone _____

Business Address _____ Phone _____

If not available in an emergency, notify

Name _____

Address _____ Phone _____

Health Care Recommendations by Licensed Physician

I have examined the above camp applicant within the past two years. Date Examined _____

☐ does

In my opinion, the above's condition ☐ does not preclude his/her participation in an active camp program

The applicant is under the care of a physician for the following condition(s)

Current treatment (include current medications) _____

Explanation of any reported loss of consciousness, convulsion, or concussion _____

Does applicant have epilepsy? ☐ Yes ☐ No Does applicant have diabetes? ☐ Yes ☐ No

Recommendations and Restrictions While at Camp

Any treatment to be continued at camp _____

Any medication to be administered at camp (specific dosages) _____

Any medically prescribed meal plan or dietary restrictions _____

Any allergies (food, drugs, plants, insects, etc.) _____

Additional Health Information _____

Licensed Physician's Signature _____

Address _____ Phone _____

Date of Form Completion _____ *By _____

*Initial if completed by nurse or physician's assistant

Copyright 1990 by American Camping Association, Inc.

Date Examined _____

Cabin or Tent _____

Year _____

Illustration 13.2

Camp Health Record Individual at Camp Form FM02			
Developed and Approved by <i>American Camping Association, Inc.</i> with <i>American Academy of Pediatrics</i>			
Camp Name _____			
Name _____	Age _____	Sex _____	
Entrance Date _____	Departure Date _____		
Examination	Entrance By	Departure By	Important Observations to Follow While at Camp
Height			
Weight			
Temperature			
Eyes			
Nose			
Ears			
Throat			
Teeth			
Posture			
Skin			
Feet			

American Camping Association, Inc., Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902

Instructions and Report to Parents or Guardian (Health Progress)

Signature

Health Record While at Camp (To include date, time, illness, treatment, initials of person treating.)

Illustration 13.3

Health History Form for Children, Youth and Adults Attending Camp Form FM 11

Developed by
American Camping Association, Inc. in consultation with
American Academy of Pediatrics

Mail to the address below by _____ (Date)

Camper's Name _____

Name _____ Birthdate _____ Sex _____ Age _____

Parent or Guardian (or Spouse) _____

Home Address _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

Business _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

Second Parent or Guardian or Emergency Contact _____

Home Address _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

Business _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

If not available in an emergency, notify

Name _____

Address _____ Street & Number _____ City _____ State _____ Zip _____ Phone _____ Area Number _____

Health History:

(Check. Give approximate dates.)

- ☐ Frequent Ear Infections
- ☐ Heart Defect/Disease
- ☐ Convulsions
- ☐ Diabetes
- ☐ Bleeding/Clotting Disorders
- ☐ Hypertension
- ☐ Mononucleosis
- ☐ Psychiatric Treatment

Diseases

- ☐ Chicken Pox
- ☐ Measles
- ☐ German Measles
- ☐ Mumps

Allergies (Dates not needed)

- ☐ Hay Fever
- ☐ Ivy Poisoning, etc.
- ☐ Insect Stings
- ☐ Penicillin
- ☐ Other Drugs
- ☐ Asthma
- ☐ Other (Specify) _____

Operations or serious injuries (dates) _____

Disability or chronic or recurring illness _____

Activities encouraged or limited by physician _____

Dietary modifications _____

Current medication (send with instructions) _____

Other diseases or details of above _____

Name of dentist/orthodontist _____ Phone _____

Name of family physician _____ Phone _____

Date of last physical examination _____

Do you carry family medical hospital insurance? ☐ Yes ☐ No

If so, indicate: Carrier _____ Policy or Group # _____

Suggestions on health related information for camp personnel _____

For Female:

Has this person menstruated? _____ If not, has she been told about it? _____

If so, is her menstrual history normal? _____ Special Consideration _____

Important — This Box Must be Completed for Attendance*

This health history is correct so far as I know, and the person herein described has permission to engage in all prescribed camp activities except as noted. **Authorization for Treatment:** I hereby give permission to the medical personnel selected by the camp director to order X-rays, routine tests, treatment, and necessary related transportation for me or my child. In the event I cannot be reached in an emergency, I hereby give permission to the physician selected by the camp director to secure and administer treatment, including hospitalization, for my child as named above. The completed forms may be photocopied for trips out of camp.

Signature of parent or guardian or adult camper/staffer _____ Date _____

Witness _____

I also understand and agree to abide with the restrictions placed on my camp activities.

Signature of minor _____

*If for religious reasons you cannot sign this, then the camp should be contacted for a legal waiver which must be signed for attendance.

Date Examined _____

Cabin or Tent _____

Year _____

Illustration 13.3

Immunization History

Required immunizations must be determined locally. Please record the date (month and year) of basic immunizations and most recent booster doses.

Vaccines	Year of Basic Immunization	Year of Last Booster
Diphtheria	1	1
Pertussis (Whooping Cough)	2	2
Tetanus	3	
or		
Tetanus		
Diphtheria		
or		
Tetanus		
Oral Polio (Sabin)* TOPV		
Injectable Polio (Salk)		
Measles (hard measles, red measles, Rubella)		
Mumps		
Rubella (German measles, 3-day measles)		
Other		
Tuberculin test given	(most recent)	
Haemophilus influenza b		

For Camp Use

In-camp Health Screening Record

(Procedures followed should conform with guidelines in Health Care Procedures approved by the camp physician.)

1. Observable evidence of illness, injury, disability or communicable disease _____
- _____
- _____
2. Current medical treatment required at camp _____
- _____
- _____
3. Record of medications brought to camp _____ Date Returned _____
- _____
- _____
- _____
4. Any follow up recommended by person conducting health screening _____
- _____
- _____
5. Date of screening _____ Conducted by _____

Entry Sheet for Health Record Log

Date _____

[illegible]

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5. Care and refrigeration of lunches from campers' arrival at site until lunch
6. Planning cook-out meals, often with the aid of campers, including maintenance of good sanitation.

Some day camps do provide hot meal service for their campers and much of the information that follows is as applicable to such day camps as to resident camps.

The Food Service Manager

A resident camp travels on its stomach as much as an army does. Therefore, the director should turn his/her attention to the food service early in the planning for the camp season. The early recruitment of a capable food service manager is one key to dealing with this important area of camp life.

The qualifications set down for that food service manager will depend on the size of the camp and the type of food service required. A small camp of twenty-five to one hundred campers can seldom afford to employ a trained dietitian or nutritionist as food service manager. A cook experienced in a school lunch room or fraternity or sorority house cooking can easily fill the bill, if the menus are carefully planned with a dietitian or nutritionist prior to camp. A camp of 150 or more will require a food service manager with more skills in meal planning and staff supervision than will a smaller camp. In fact, the larger camps need food service managers whose skills are best in the areas of purchasing, planning and staff supervision rather than cooking. An experienced first or second cook can provide the cooking ability needed for tasty food. Recent surveys show that 15-25% of a resident camp's budget is spent on food service, and 25-31% of that cost is labor.² Cutting corners on the salary or living conditions of the food service manager can lead to far greater costs than an increased salary might. Violation of state regulations and good food service practices can lead to serious health and legal problems.

The development of menus is the first step in purchasing and summer planning. The director should share the menus from the previous summer with the food service manager, along with any comments concerning the camper and staff acceptance of those menus. The food service manager should then revise the proposed menus in light of any suggestions, current prices of foods, the amount allocated for raw food in the camp budget, personal menu favorites, and the cycle of camp periods. If the camp qualifies for commodities, the Special Food Program, and milk refunds from the U. S. Department of Agriculture (see Appendix) then the food service manager should be given adequate information about these items to assist in the preparation of menus.

Upon completion of the menus, the director should review them and raise the questions or concerns he/she has about them. Unless the food service manager is a qualified dietitian or nutritionist, menus should now be reviewed by such a person to ensure a balanced diet. Often, a specialist can be found in a district or city school office, or in the home economics department of a nearby college or university who

2. Ball, Armand. Food Service Cost Survey. "Trendlines." Alpha Beta Consultants, Sanibel Island, Fla., May-June, 1990. p. 1.

will be willing to look over the menus for sound nutritional balance. When the menus have been reviewed, the dietitian should be asked to sign the menus and explain his/her suggestions to the director or to the food service manager.

Ideally, this can be done early in the year so that adequate time is allowed for the purchasing of food. A returning food service manager, or one who lives in the area of the camp, may know the best local sources for purchasing various foods. Otherwise, the director should research the best sources.

Food Purchasing

Securing bids on food orders can be helpful as a cost-saving device; but for the director, this process may be an unnecessary burden, unless a system of bidding has been established in prior years. On all bids, the grade and type of produce as well as the size container required must be specified or the prices received may not be comparable. In a bid process, the director should secure prices from several firms (if there are multiple delivery sources) on major food items such as milk, bread, meat and certain canned fruits and vegetables which will be used in larger quantities. Normally, better prices can be secured on a large initial food order than on a week-to-week delivery; therefore, there is an advantage in developing a list of the basic canned and dry goods needed for the summer and placing the bulk of that order for delivery at the beginning of the season. If food orders are placed early, firms will often guarantee prices quoted at the time of the order.

Mark J. Brostoff suggests seven factors to take into account in the selection of vendors:

1. Price
2. Delivery of product
3. Service
4. Technical assistance
5. Quality
6. Personal relations
7. Competitive position³

Before placing an early order, the director should have a relatively stable count of the number of meals to be served during the period for which food is being ordered. To determine the maximum number of meals to be served on a seasonal basis: multiply the maximum number of persons (campers and staff) that can be accommodated by three meals a day, then multiply that result by the number of days feeding each period, including staff training and days between periods, and add the totals. Dividing the total by the number of days in the particular season provides the **average daily meal count**.

If enrollment is slow or the camp has a variable record of enrollment, then the director should be cautious about the quantities ordered so that there is not a large inventory to carry over beyond the season. If the camp normally has enrolled only

3. Brostoff, Mark J. "The Dynamics of Camp Food Purchasing." *Camping Magazine* 61:4 February, 1989. p. 28.

seventy five percent of its capacity, it is foolish to order for a full camp until there is evidence that enrollment is climbing to that degree. The same principle follows with non-summer groups. Where principal non-summer usage is on the weekend, then food purchases of perishables must be carefully managed to avoid waste and thus higher food costs.

With good food storage areas such as protected dry storage, freezer, and refrigeration space, good prices on certain items can often be secured in advance of sudden price increases due to weather or shortage problems. For example, if the summer has been particularly dry and the fruit crop was short, it is wise to check on the availability of the previous summer's canned fruits early in the fall, for there is sure to be a price increase for the next year's pack.

One factor in food purchasing for non-profit camps in the United States is whether government aid is available in the form of surplus commodities, the summer milk program which reimburses part of the cost of milk served campers, and the Summer Feeding Program which is designed to subsidize meals for low income campers. Availability and regulations continue to change in this area. Consult the Appendix for more details.

Food Service Staff

The employment of staff to assist the food service manager is a matter that should be clearly agreed upon between that manager and the director. If the manager is expected to select such personnel, any of the director's expectations about housing arrangements, salaries and behavior requirements should be clearly identified in advance to the manager. If, because of year-round duties, the manager feels that the director should employ the staff, the manager should communicate the type of skills needed for each position, expectations for behavior or clothing, and other factors to the director. It is always an advantage to everyone involved if the manager can meet or interview applicants before they are hired.

Though the degree to which food service staff is involved in camp life outside the kitchen varies from camp to camp, it is always an advantage if the food service staff feels a part of the total camp and participates in some of the all-camp program. Obviously, food service staff must be made aware that they are part of a much larger team, and that their cooperation and team work are essential for a successful camp.

Housing away from the busy and noisy activities of the camp is important for kitchen staff. The food service schedule in most camps makes it necessary for its employees to rise early and, therefore, to retire early in the evening. If camper facilities are rustic in nature, the director should give careful thought to the quarters for kitchen staff since they may expect and need some conveniences not provided for campers (i.e., electricity, running water).

Meal Organization

The type of food service also affects the number and type of staff required as well as the quantities cooked. Basically, there are two types of service, cafeteria and family style. Though camps will often use a buffet for a special occasion or a

salad bar in conjunction with one of the types of service. Both of these types of service have advantages and disadvantages.

Cafeteria Style

Advantages

- Portions are more easily controlled.
- Quantities served are more easily controlled, as are costs.
- Waiters are not required for table setting.

Disadvantages

- Some will be completing the meal while others are being served (unless the camp is very small).
- It is difficult to have any all camp activity (announcements, singing) at this type meal setting.

Family Style

Advantages

- The counselor can better observe how much and what each camper eats.
- Family atmosphere and group spirit are better.
- Everyone starts and finishes at the same time — this is necessary if singing and any announcements follow the meal.

Disadvantages

- More food is wasted unless very careful control is exerted by kitchen staff and counselor at the table.
- Tables must be set in advance, requiring more personnel or involvement from campers.
- More time is generally required for the serving of the meal.

If the relationship between the counselor and campers is the most important concern and one desires a more intimate, home-like atmosphere, the family type will probably serve the camp better. Other factors to be considered are:

- Who will wait tables, clear tables, clean tables and floor following the meal? Often, campers are utilized for any or all of these tasks, and their duties are rotated. Other camps employ waiters who set the tables and bring food and refills.
- Who will serve the plates? Food may be passed around the table, each taking the desired amount, or the counselor may serve the plates and pass them down the table. The latter method provides for a more careful check on what the camper does or doesn't eat; this is particularly important with younger campers.
- What foods must be apportioned, if any, and what foods may be refilled? This is dependent partially on budget, but also on nutritional desires. It is particularly important in milk, meats, and desserts, which are higher cost items.
- What plan is there for returning dishes and utensils to the kitchen for washing? Some camps have each table group wash its own dishes at the table; in this case, careful sterilization in compliance with state laws is essential. Dishes

may be resterilized in the kitchen after table washing to insure an 180 degree rinse. If dishes are to be scraped, stacked, and returned to the kitchen, this procedure should be established and worked through during staff training.

Cookout Meals

If a camp program calls for cookouts, overnights or any sort of tripping program which removes campers from the dining room, the director should draw up a plan for notifying the kitchen of changes in meal counts early enough to save preparation of those meals and to plan for those groups to secure their cooked or raw food. One's first inclination may be simply to have those groups contact the food service manager, but this can lead to any number of complications and difficulties. If out-of-camp meals are few in number over the course of the summer, perhaps a system can be worked out by which menus established either by the group or the kitchen can be picked up at the close of the last meal served in camp to the group. However, as the number of out-of-camp meals increases, the importance of a carefully planned system will become more apparent. Therefore:

1. A set of cookout menus or a list of available foods should be developed. The type of experience which the camp wishes to give its campers will dictate the approach to planning menus for such meals. If the objective is to have the camper begin to do planning and to understand the nutritional elements of menu planning or to have free choice, then it is more important that a food list be developed to allow campers and counselors to plan the menu and the quantities needed together. If the experience of camping, cooking, or traveling is the more important objective, simply choosing between menus or accepting pre-determined menus may be much simpler.
2. Amounts available per person or per group should be standardized and made known.
3. A stock of food in sizes or types not normally used in institutional cooking should be gathered in one storage and checkout facility and some staff member given responsibility for that area. There is a wide variety of dehydrated and freeze dry food which make supply packs much lighter.
4. Foods to be secured from the kitchen (because of limited quantity needed or refrigeration) should be identified along with a method of securing them.
5. A checkout plan and a time span need to be clarified. The group may come with its food list at a specified time and check out the food across a counter so that they may pack and check it for themselves; or staff may accumulate the food from a list and pack it for a group in advance of departure.

Some camps operate the out-of-camps meals on the basis of a store, providing campers the opportunity not only to plan their menus but to keep them within a certain cost range and to learn budgeting by purchasing the food items from that store with camp money. This type of learning experience takes advance preparation — pricing, order sheets, and orientation of staff. The director should also consider the relationship of any such program to the food service manager, food purchasing, food costs, and nutritional standards before establishing the system.

Sanitation

Camp kitchens range from rather rustic centers from which campers take food to their units to cook over wood, charcoal or gas fires to fully equipped commercial kitchens with all of the appliances one would find in the finest restaurants. However simple or elaborate, some basic health and sanitation standards need to be followed in food storage, preparation, and serving.

Storage of all food should be in areas protected from rodents or vermin. Perishable foods should be stored in refrigerated areas at forty-five degrees Fahrenheit or below. As a safety check measure, a clipboard should be mounted beside each walk-in, freezer, or cooler which has a line for each day with space for the assigned individual to initial that line and indicate the temperature at the time of the check. This will insure that, if the temperature begins to rise in a twenty-four hour period, corrective actions can be taken promptly.

A clear system of washing and sanitizing dishes, pots, and pans, and utensils should be established which follows state regulations. If there is a mechanical dishwasher, this means having wash water at least 100 degrees Fahrenheit or higher and rinse water at least 180 degrees Fahrenheit, or higher, or an approved chemical sanitizing solution utilized. Many camps wash dishes and utensils by hand and the same temperatures should be maintained. In both cases, dishes, utensils, and pots and pans should be air dried. As in refrigeration, it is wise to have a clipboard mounted near the dishwashing area where, at least once during the dishwashing process each day, the temperatures are checked, recorded and initialed.

One of the greatest points of danger in food contamination falls in the period of thawing, or cooling after cooking, when pathogenic organisms can multiply more easily. It is best to thaw frozen items in refrigerated areas so that there is no chance that the items will sit after thawing in temperatures higher than forty-five degrees Fahrenheit, or they may be thawed under cold running water.

A minimum temperature of 140 degrees Fahrenheit should be maintained in keeping food warm for serving in a cafeteria operation or before a meal, and it is wise to heat the food to 170 degrees Fahrenheit before placing it in a serving container. The periods in which perishable foods (meat, fish, eggs, milk, poultry, salads with dressings) should be allowed to sit in the forty-six degree to 139 degree range should be kept to two hours maximum.

Garbage and rubbish should be promptly removed from the kitchen into leakproof containers with tight-fitting lids. Daily removal and emptying of those containers should be part of the maintenance schedule. Those containers should also be cleaned regularly, even when plastic bags are used inside the containers.

The cleanliness and sanitation of the kitchen work areas is very important. All work surfaces should be cleaned after use. Special attention should be paid to slicers and can openers, which are often overlooked in the daily cleaning.

The food service manager and Health Manager should sit down with all food service staff and discuss the personal sanitary and hygiene procedures that should be followed, as well as the principles of careful food preparation and serving. Employees should be made aware that, should they have a contagious condition,

they should immediately notify both the food service manager and the health manager, so they can be relieved of food service duties. A toilet for use of kitchen employees should be convenient to the kitchen area and signs posted reminding employees about washing hands with soap after use of the toilet facilities.

Contracted Services

Many camps have chosen to contract with food service companies to provide the entire food service operation, eliminating the employment and supervision of staff, the purchase of food, and the related bookkeeping chores. Though some control of menus related to what the camp can afford remains, most of the control and resulting problems become that of the contracted service. Many times the services which contract with colleges and universities find that camps are a natural customer and enable them to retain their staff between school seasons.

The applicability and affordability of such services vary from camp to camp. A careful analysis of the related costs for both types of service should be made. Current customers of the service should be interviewed; and, if at all possible, the food service there observed before making a commitment.

Transportation

The transportation of campers and staff provides one of the key areas of potential liability to camps. Careful risk management, including a thorough review of insurance coverage and safety education practices, is essential.

The first step is to analyze what transportation is required. Do campers have to be transported to and from camp, or will parents or the sponsoring group arrange that? Do campers have to be transported in groups out of camp for program activities or events? Does a camp vehicle haul supplies and equipment into camp? What vehicle will be needed within camp for maintenance personnel? What vehicle will be needed as an emergency vehicle to transport injured individuals to the doctor or hospital? Do campers have to be transported to and from transportation terminals? Will staff-owned vehicles be used for certain purposes?

The latter question should be considered carefully. A review of the camp's insurance coverage for non-owned vehicles and its implications for the rates needs to be made. It should be determined that if the situation warrants the use of a staff-owned vehicle, then a clear agreement should be developed between both parties.

Owning, Leasing, or Chartering

Initially, the question of whether the camp purchases and maintains its own vehicles must be answered. Since camp situations vary so, there is no way to suggest that one method is best for every camp. There are some advantages and disadvantages of the three usual methods of securing camp vehicles:

Chartering

Advantages

- Company provides insurance
- Company provides drivers

- Company covers maintenance
- No capital investment

Disadvantages

- Cost is usually more
- No control over selection of drivers
- No direct control of vehicle

Leasing/Rental

Advantages

- Camp selects drivers
- Camp controls schedule, employee, and vehicle
- Some of maintenance and repair costs may be covered
- Camp may have newer vehicles earlier than if vehicles are owned
- No capital investment

Disadvantages

- Finding qualified drivers may be a problem
- Insurance may be a problem
- A careful maintenance schedule by the camp is required

Owning

Advantages

- Camp controls schedule, employees, and vehicle
- Camp selects drivers
- Cost may be less

Disadvantages

- Insurance may be a problem
- Finding qualified drivers may be a problem
- A careful maintenance schedule by camp is required
- Camp absorbs maintenance and repair costs
- A purchase requires a large sum of cash

Some advantages can become disadvantages in certain circumstances, so consider carefully the cost, available qualified personnel, and the amount of use necessary. The number and type of vehicles required by the camp program will certainly color the decision in terms of a capital investment at one time as opposed to renting, leasing, or chartering which is covered in the annual operating budget.

Though some problems are removed by chartering vehicles, it does not relieve the camp of the responsibility of double checking that the company carries the appropriate insurance, has a regular system of maintenance and vehicle upkeep, and checks the safety record of its drivers. This should be part of the selection process, and any signs of variance from stated practice should be immediately reported to the charter company.

Drivers

The selection of the drivers for such vehicles is the key to safety and public

relations. It is the driver who must regularly check the maintenance of the vehicle, be friendly to campers, parents, or vendors, and yet maintain constant surveillance in terms of safety factors. In a day camp, the daily nature of picking up, transporting, and dropping off campers adds an even greater element of responsibility, not only in safety but in the area of public relations.

A careful check of the driving record of each driver should be made each year either by the camp or by the camp's insurance company. One should analyze the type of driving experience and how it relates to the particular vehicles to be driven. Experience with the type of vehicle is very important; training should be provided if the person has not driven that particular type of vehicle before.

State licensing laws vary. Some states require a different type of license for drivers of vehicles which carry a certain number of passengers, or where children are transported by a hire firm. State laws should be checked early so that the appropriate license can be part of the job requirements.

Where a vehicle carries sixteen or more persons, a second staff member should be assigned to give attention to the campers in terms of managing safety and group behavior. The number of staff members will need to be increased if there are campers younger than nine, or if campers have mental, emotional, or physical disabilities.

Written procedures and policies should be provided to drivers and specific training given during the pre-camp period. The following should be included for all drivers:

1. Training in the use of fire extinguishers and emergency reflectors
2. Checking out the person on all vehicles he/she is expected to drive
3. Checking of the vehicle before use and how and to whom to report any needed repairs
4. Instituting a clear policy about transporting campers in vehicles not designed for passengers, i.e., open-bed trucks, trailers.

For all drivers transporting campers or staff:

1. Training in the use of the first aid kit kept in the vehicles
2. Identifying appropriate behavior of passengers in loading, unloading, and traveling in vehicles
3. Using seatbelts or, in the case of smaller children, restraints
4. Noting maximum seating capacities of various vehicles
5. Availability and location of medical information and permission-to-treat forms
6. Relating procedures for backing up, loading and unloading passengers, dealing with vehicular breakdowns, refueling, dealing with illnesses of passengers
7. Designating the time, during long excursions, for rest stops and the procedures for choosing such locations and checking to assure everyone is present at the conclusion of the stop
8. Setting the division of responsibility of staff when there is staff other than the driver present

9. Keeping the appropriate log of trips, including refueling and oil (See *Illustration 13.5.*)

One person on the staff should be responsible for checking out any staff before he/she is given permission to drive a camp vehicle. This is ordinarily done during the staff training period. In the frenzied pace of camp life, it is too easy to designate any staff member to take a vehicle and run an errand or transport campers. There should be designated drivers in addition to the regularly assigned drivers in order to deal with unscheduled trips as well as to allow for time off.

Maintenance of Vehicles

A regular plan of maintenance of vehicles is the second key to good risk management in transportation. Even the best driver is dangerous in a poorly maintained vehicle. A specific staff member should be given the responsibility of maintaining all vehicles, and a system of regular checks should be established. The written maintenance plan should include:

1. Written records of all oil changes and repairs, with the mileage and date
2. Regular checks to make sure that a fully stocked first aid kit, flares, fire extinguisher, and appropriate tools are kept in the vehicle at all times
3. A regular schedule of safety checks of lights, tires, wipers, windshields, emergency warning systems, horn, brakes, and oil and coolant levels
4. A quarterly mechanical evaluation of vehicles that carry passengers (or, in the case of a seasonal operation, within three months prior to use).

Camper Education

In addition to all of these precautions, if campers are to be transported, they should be given instructions as to the appropriate behavior, safety regulations, and use of seat belts.

Day Camps

Day camps which transport campers deal with these sorts of concerns on a daily basis and are generally very sensitive to the issues of safety and transport. Often there are multiple vehicles involved in the transport of campers, and it is vital that a plan for the orderly arrival and departure of vehicles be developed. Areas for loading and unloading, parking, waiting, and traffic should be clearly delineated in writing and staff made available to supervise arrival and departure periods.

A written schedule of camper pickup and drop times and locations, as well as safety rules and precautions, should be presented to parents, along with a telephone number for contact with the central office handling transportation. Even in the well organized transportation system, all sorts of things will occur which can delay arrival or departure of campers. A system to notify parents of unusual delays will go a long way towards good public relations.

Illustration 13.5

VEHICLE CONDITION REPORT

This form shall be completed each _____ and verified by supervisor.

	OK	Defect	Defect Corrected		OK	Defect	Defect Corrected
Engine				Systems			
Fluid Levels				Heating			
Oil				Ventilating			
Water				Tires			
Power Steering				Front			
Transmission				Treads			

GAS/OIL RECORD

Date	Mileage	Gas Amount	Gas Cost	M.P.G.	Oil Amount	Oil Cost

TRIP LOG

Date	Mileage	Location	Time	Meal Cost			Comments
				B	L	D	

MAINTENANCE RECORD

[illegible]

Checkpoints

Health Service

1. Are there standing orders from the camp physician for the health manager?
2. Outline the health care plan for your camp.
3. Identify the types of health care certification or training that your staff will need.
4. What written records do you maintain on health care service?

Food Service

1. Do you have on hand, menus and inventories of food, supplies and equipment?
2. Does the type of meal service used currently lend itself to the camp's program philosophy?
3. To what degree do you wish campers to assume responsibility in the dining room for preparation or clean up?
4. To what degree do you wish campers to assume responsibility for their own meal planning and preparation during their camp experience?
5. Check your food service area sanitation practices against government regulations and American Camping Association standards.

Transportation

1. For what purposes do you need vehicles for camp? How many and what type?
2. Have you examined the options of renting, leasing, chartering, or owning vehicles?
3. In which vehicles are campers currently allowed to ride?
4. Is one person responsible for upkeep of vehicles?
5. Is one person responsible for selecting and checking drivers?
6. If a day camp, is there a plan for the pickup and drop of campers, and the notification of parents if plans change?
7. What is your provision for emergency vehicles?

Related Standards

Health Service

1. E 1-21, SB 23-28

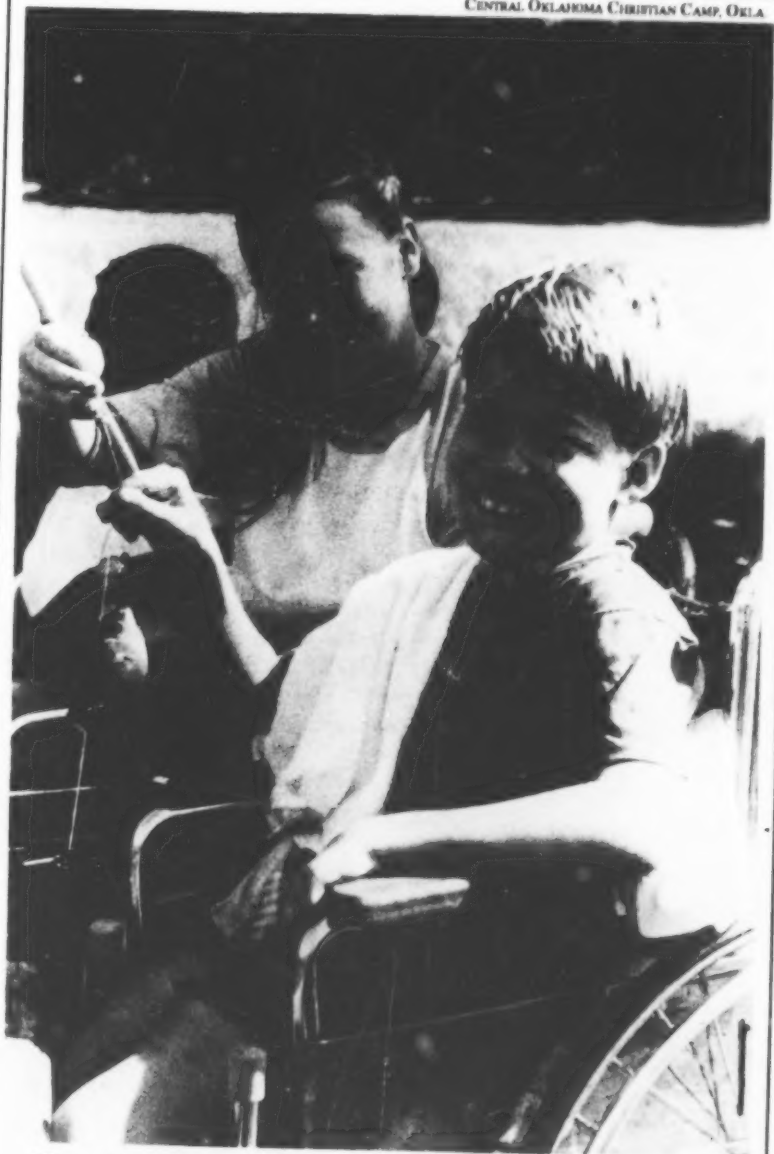
Food Service

1. A 24-29
2. Self-Assessment Document: Items 5, 11, 12, 13, 14

Transportation

1. BT 1-17, SB 8,17-22, B 12

CENTRAL OKLAHOMA CHRISTIAN CAMP, OKLA.



"The critical element in serving a special population . . . is that the camp administration has researched the special needs and characteristics . . ."

Evaluation and Reporting 14

"Evaluation comes at the end of the relationships, training and program processes. It is also the beginning of new relationships, improved training, and more exciting and purposeful programming. Strategic planning is a circular process which begins and ends with evaluation."

Armand Ball

In an era when the consumer is demanding more for money spent, the competition for services in the recreation field continues to grow. Parents seem to demand that camps do more to meet their expectation in terms of the value of the camp experience for their children. To meet the increasing competition, a camp director needs to establish a process of evaluation for every part of the camp operation. Dozens of questions need to be asked. Was this a successful season? Did this year's staff do a better job than last year's? Is there a way to improve the food without increasing costs? Which was the most popular program? Did we meet our financial budget this season? How did this year's enrollment compare to the last season's? Which staff members should be hired for next season?

Evaluation can be regarded as the process of examining the camp operation to see that every part of the predetermined plan is functioning according to the performance standard necessary for accomplishing established goals. A comprehensive plan of evaluation, carried out through all segments of the camp community, will help the director:

- To determine whether goals and objectives have been carried out
- To find out whether campers enjoy camp
- To identify any shortcomings in the operation
- To establish the effectiveness of staff performance
- To assess the financial efficiency of the business operation
- To discern the value of various camp programs
- To check on the effectiveness of administrative staff as well as the camp director.

To be sure that every part of the operation is included, the director should first develop a list of each component. One way to begin is to list these components, one to a line on the left side of a sheet of lined paper. To the right of these, draw columns and label them: camper, program staff, counselors, administrative board, committee — whatever groups will participate in the evaluation process. Then each

of the components listed should be examined and the appropriate columns on the right checked to indicate the group or groups which participate in each phase of camp life. From this chart, the director can then begin to plan for evaluation by each group. (See *Illustration 14.1*.)

Staff Evaluation of Camp

Evaluation does not necessarily mean forms. Although a form may provide the most objective information in some situations, there are other methods which

Illustration 14.1

Evaluation Checklist		ADMINISTRATIVE STAFF	BOARD MEMBERS	CAMPERS	CITs	COMMITTEE MEMBERS	COUNSELORS	KITCHEN STAFF	PARENTS/CAMPERS	PROGRAM STAFF
1. Archery										
2. Arts and crafts										
3. Cabin clean-up										
4. Camp promotion										
5. Canoeing instruction										
6. Evening program—all-camp										
7. Evening program—unit										
8. Health service										
9. Indian lore										
10. Maintenance										
11. Meal time										
12. Nature hikes										
13. Office—registration										
14. Office—business, records										
15. Out-of-camp trips										
16. Overnights										
17. Riflery										
18. Staff training										
19. Swimming—free										
20. Swimming—instruction										
21. Transportation										
22. Water skiing										

require the dialogue of various persons to be most effective. A group dialogue by staff needs to be led by someone who is either very objective or has the trust of the group. If the director can establish a reputation for openness to suggestions and ideas throughout the summer, staff may be quite willing to respond to questions about the operation. In this kind of climate, it would be quite natural to set aside an afternoon after campers depart for a group evaluation in which to give staff members an opportunity to react to each camp area and to make observations about the season and suggestions for the next season. If the director and other administrative staff can keep from being defensive and simply make notes as the discussion moves along, such a meeting can be profitable for all.

If the size of the staff or other factors make such an approach inadvisable, a staff evaluation form can be developed. To be most effective, such a form should use a simple method allowing for quick answers — one in which the person can check or circle a choice of answers for each question. It is also effective to include one or two open-ended questions, near the end of the form, which will elicit more extended comments. If signing the form is optional, staff members can be honest without feeling that they might be jeopardizing their chance to return for another summer.

Evaluation of Program

Since the camp program is the channel through which objectives are realized, it should be subjected to careful assessment to determine where changes should be made. Early in the summer, a method of gathering data for the end-of-summer evaluation should be devised and specific staff given the responsibility of gathering data on individual programs throughout the summer. The plan should also include a carefully designed questionnaire to be used by staff to record data on program from their own observation and from discussions with counselors and campers who participate in a particular program.

By Campers

Depending on the age and experience of the campers, securing a valid program evaluation from them may be more difficult. If a natural evaluation of an experience (such as an overnight, a canoe trip, or group activity) can occur informally, it can be most helpful. However, routinely handing each camper a form to check off on the last day of camp may diminish the feelings of the moment. A living group counselor is often the most effective leader of any camper evaluation, except where it deals with the counselor's own performance. If a spontaneous evaluation occurs, there should be a form or communication from the counselor recording the results.

By Parents

Alternatively, the director can request evaluations from parents after the camper has returned home. Parents may be able to more effectively voice the camper's feelings as well as to evaluate any changes. In either case, the form needs to be carefully designed and as brief as is consistent with securing the necessary infor-

mation. Providing a stamped, self-addressed envelope and making a signature on the form optional will probably increase the percentage of return.

By Staff

Where there are particular programs or activities run or supervised by particular staff members, these staffers should be provided with an opportunity to evaluate its effectiveness . . . either orally or by a questionnaire. There should also be opportunity for making recommendations on future adjustments or changes in the program. Obviously, staffers being the most closely associated with a particular activity should have the best viewpoint for appraising the procedures and methods used.

There are some general questions about programs or activities which should help staff with some insights into its effectiveness. Does the program or activity:

- Consider the needs and interests of the campers as well as their stage of development?
- Provide for individual differences in skill and maturity?
- Stress the values of participation: group loyalty, tolerance, concern for others?
- Allow for self-expression or creativity?
- Enable campers to realize a sense of achievement through participation?
- Promote the development of leadership skills?
- Offer progression to higher skill levels?

In considering the framework of a particular program or activity, there are some organizational factors which should be assessed. Was there consideration given to the optimal size and makeup of the program group? Was the area where the activity took place adequate? Was the equipment adequate, in good repair, and in sufficient numbers for the group size? Was the activity conducted within safe guidelines?

Evaluation of Administrative Services

All administrative services should be appraised throughout the summer and reviewed not only by those responsible for the operation but by staff outside each operation. Camp property, facilities, and equipment need to be viewed not only for purposes of safety and good maintenance, but with an eye to possible improvements. The suggestions of campers, parents, and staff regarding changes should be considered. The food service operation should be examined regarding such factors as food quality, cost per meal, sanitation, efficiency of management and organization, and the maintenance of happy relationships with campers and staff as they move in and out of the kitchen during mealtimes. The health and safety program of the camp should be measured. Can the daily routine for treating campers at the health service be improved? Are there some activities which have a high accident rate? How can injuries be reduced? On out-of-camp trips, are all health and safety precautions taken? Can the procedures at the waterfront be improved to offer a better check on swimmers?

In a conference or rental operation, an evaluation form should be devised which enables persons utilizing the services to comment on housing, equipment, food,

hospitality, grounds, and the operation. These comments can prove to be a valuable tool in marketing, as well as in improving services.

Staff Performance Evaluation

A major part of the evaluation process is the assessment, at all levels, of employed and volunteer camp staff. This process is discussed in full in Chapter 11.

Evaluation of the Director

Often the camp director has the most difficult time in getting a direct evaluation of his/her job performance. There should be a way devised for staff to share reactions to the director's performance with him/her. Sometimes direct verbal feedback is a possibility; but, most often a form (which does not have to be signed) is given to staff members and returned by them to some neutral person. On these forms, open-ended questions usually elicit the most helpful comments. A sample form is shown in *Illustration 14.2*. The use of such a form may be helpful to the personnel committee of an operating board. Such a committee has an obligation to provide an annual evaluation and feedback to a director.

Evaluation of Camper Participation

The evaluation of campers varies from camp to camp. Many camps keep careful records of the child's program participation and relationship to peers. This information is often helpful in placing the camper in a group and may be useful in planning activities at the beginning of the next season. In addition, these records are sometimes necessary for reports to an agency which referred the camper or which has an ongoing relationship to the camper.

In keeping parents in touch with the camper's progress, some camps use a regular report form for parents at the end of the season, while still others require counselors to write progress reports to parents at regular intervals. Camps with shorter sessions require the progress reports at the end of the session the camper attended. Whatever the form or time frame, the evaluation should be approached with concern for objectivity and balance. Counselors need to understand that they see the camper in isolation from his/her familiar environment, which means that their observations may be one-sided or limited in scope.

In many instances, the best kind of evaluation is that done with the camper. Helping a camper see himself/herself through the eyes of others is an important objective for many camps. If that is a goal, then it can only be reached in an open and trusting living situation. Counselors need careful training and sensitivity in order to give campers a positive experience of evaluation. Their conversations with campers should begin on a positive note and emphasize good qualities, but the areas in which a camper can improve should also be pointed out honestly.

Camp Accreditation

The program of camp accreditation pioneered by the American Camping Association is designed to measure the performance of a particular camp against a list

Illustration 14.2

Director Evaluation Form

Director's Name _____ Date _____

Scale: 5 = superior performance; consistently goes beyond expectations; demonstrates appreciable growth
4 = meets expectations consistently; shows personal initiative; shows progress in personal growth and competency
3 = meets minimal expectations most of time; little personal initiative or personal growth; performs to level of abilities
2 = achieves at a level lower than abilities; meets minimal expectations occasionally; shows no growth
1 = fails to meet expectations; performs below level of ability; no discernible growth; performance unacceptable
0 = no knowledge

1. Demonstrates vision regarding camp's objectives and long-range plans.
2. Sets high standards for the committee, staff and campers.
3. Sees that high standards are met:
 - in maintenance and improvement of site
 - in selection and training of staff
 - in health and safety of campers and staff
4. Has good physical health and stamina.
5. Demonstrates personal interest:
 - in each staff member
 - in campers
 - in committee members
6. Communicates well with:
 - staff
 - campers
 - committee members
 - public
7. Demonstrates fairness in working with people.
8. Keeps well informed on all aspects of operation.
9. Delegates responsibility and related authority effectively.
10. Maintains effective program of evaluation:
 - of program
 - of staff
 - by campers and parents
11. Maintains a team-building approach.
12. Inspires confidence and trust.
13. Has pleasant personality and gets along well with people.
14. Is effective in marketing approach.

[illegible]

Other comments:

Signed _____

of standards of operation in many areas. The accreditation program features a visit by trained professionals. Preparation for the visit may extend over a period of months. The ACA standards, developed over a period of more than fifty years, can also be used as a tool for self-evaluation. A great deal is said for having a pattern against which the director can measure the camp. Involvement of administrative staff, as well as any operating committee or board, can also be most useful.

Reporting to the Camp Board or Committee

Most camps have some groups which expect reports at the conclusion of the camp season. These reports can take many forms but are most often directed to the camp director's supervisor or a sponsoring committee or board. This report will tend to be more concerned with statistics of enrollment and finance in relation to previous summers and with operation aspects rather than with program and camp life. But, it is also essential that the supervisor and the camp board or committee members also get a feeling for the program and the value of the experience. The use of comments from camper logs or parental letters can be helpful in sharing this feeling. Such reports also generally contain recommendations for improvements and steps for the next season.

Reporting to Parents and Alumni

The report to the parents and alumni often emphasizes the overview of the summer with comments on camper activities and projects. Pictures and stories will make such reports more interesting and readable. Many camps publish a yearbook or annual calendar which tells the summer's story in pictures and words. The size and layout of the camp's report will depend partially on the funds available. In any case, the report should be designed to be an attractive, interpretative tool.

Checkpoints

1. Were there evaluations done in previous summers? If so, have you found copies in the files?
2. What type of evaluations would have been helpful to you as you began planning for your first summer?
3. Using the chart shown in *Illustration 14.1*, determine the areas of the camp program and the people who should be involved in the evaluation of each area.
4. Develop a list of questions that will provide information identified in question two.
5. What information would your organizational committee or board like to have at the end of the summer?
6. Develop a list of questions that will provide that information.
7. What sort of evaluation will be most helpful to your staff?

Related Standards

1. B-11.
2. Self-Assessment Document: 15, 17

MANITO-WISH YMCA CAMP, WIS.



"Unless camps are managed in a fiscally responsible manner, they cannot endure and the ultimate service to the camper and to the public will be lost even if preserved for a year or two. All camps, nonprofit or for-profit must be operated in a fiscally sound business-like manner. That is a responsibility to the perpetuation of the movement."

Armand Ball

The fiscal management of the camp is too often the last consideration of many camp directors whose primary concerns lie with campers and program. To others the bottom line is the starting point, and program considerations wait on the financing. Actually, the philosophy, program, marketing, and finances are so interdependent that each one is ineffectual without the other.

There needs to be a support system which enables the camp director to give significant attention to the program of the camp, when groups are in camp. Often camp directors retain the direct supervision of program because of their interest and find an assistant who serves as business manager and supervises the support systems of the camp: office, business, food service, transportation, property and site management, health service. Other staffing arrangements may divide functions differently, depending on the interest and skills of the camp director and other personnel.

Accounting Practices

Obviously the specific accounting and budgetary practices of camps will vary greatly according to the volume of financial transactions and the sophistication of the operator's organization. Camps which are part of a larger organization will find that systems are often in place which the camp is expected to follow. Other camps will have the opportunity of setting up their own systems. However, the basic principles are the same and need to be understood from the outset:

1. A budget of expected income and expenses should be established, and the income should exceed expenses.
2. All income must be documented and verified.
3. All monies should be deposited promptly.
4. Controls for all expenditures should be established.

5. Expenditures should be made by check against approved invoices.
6. Regular summaries of financial activity, preferably monthly, should be planned.
7. A system should be developed which identifies high and low points of cash flow, so that low points may be adequately covered.
8. The books should be audited annually, externally.

Advice from a Certified Public Accountant or other knowledgeable source should be secured on the following matters:

1. Choosing a cash or accrual system of bookkeeping
2. Tax reports required by local, state and federal governments
3. Type of financial records to be kept, in terms of journals and receivables, and the length of time different records should be kept
4. An annual audit of the books.

Budgeting

A budget is simply the projection of the income and expenditures of any given operation over a set period of time. **The budget is a reflection of the camp's philosophy, since where one secures and spends money indicates the priorities of the operation.**

Most budgets cover a twelve-month period, though not all budget periods follow the calendar year. Some fiscal years are established differently to parallel the owner's fiscal year or programmatic operation. Where there is a parent organization involved, the budget will need approval by the operating committee, board or agency, which necessitates planning and adoption well in advance of the starting date of the fiscal year.

A budget is a planning device which is used in conjunction with the setting of goals such as the number of participants to be recruited, the number of staff to be employed, and the number and type of program activities that can be operated. Since a budget is a planning and a goal-setting device, it has to be adjusted to reality as time progresses. If recruitment reports show that there are likely to be fewer campers or groups than budgeted, then not only is the income item for campers lessened but reductions in expenses must be made to the same degree. Where budgets are approved by groups or persons other than the owner and camp director, there should be an established system by which revisions are made and approved.

The Starting Point

The development of a list of accounts is the starting point of a budget. In organizations, those accounts will be given to the camp and the camp will have to fit its income and expenses into those existing descriptions. Where a camp has the opportunity to develop budgetary accounts, it is wise to list all of the types of income sources and types of expenses, grouping them into logical account names. A sample list of accounts is showing in *Illustration 15.1. A financial journal*

records actual receipts and expenditures to the accounts identified in budget preparation, and the **financial report** simply summarizes the income and expenses by those accounts for a set period, usually monthly.

Illustration 15.1

Sample Account System for Camp Budget

Account # Account Explanation

INCOME

110	Tuition Fees	140	Sales
111	Camper	141	Camper Store (supplies, shirts)
112	Environmental Education	142	Meals (to visitors)
120	Fees	150	Miscellaneous
121	Horseback Riding		
122	Bus Transportation	160	Contributions
123	Arts and Crafts	161	Individuals
		162	Government Grants
130	Rental of Facilities	163	United Way
131	Summer	164	Other
132	Fall-Winter-Spring		

EXPENDITURES

200	Wages and Benefits	500	Transportation
210	Full-time Employees	510	Charters or Rental/Lease
220	Part-time/Seasonal Employees	520	Insurance
230	FICA	530	Gas/Oil
240	Unemployment Compensation	540	Repairs
	Taxes	550	Licenses
250	Health/Accident Insurance	600	Program
330	Food Service	610	Equipment
310	Kitchen Food	620	Supplies
320	Supplies		
330	Campout/Trail Food	700	Training
400	Occupancy	710	Organization Dues
411	Gas	720	Books, Films, Materials
412	Electricity	730	Conferences, Workshops
413	Telephone	740	Travel
414	Water	800	Office
415	Sewer	810	Postage/UPS
420	Maintenance Supplies	820	Printing (stationary, envelopes, etc.)
430	Equipment Purchases		
440	Equipment Repairs	840	Promotion Printing
450	Taxes	850	Promotional Advertising
460	Insurance	860	Promotional Travel
470	Building Repairs		
480	Building Construction	900	Designated Contributions
		910	Campership Grants
		920	Food

Projecting Income and Expense

The safest method of budgeting is to project income conservatively and expenditures liberally. In budgeting, the director should not project income from any more campers or groups than were actually enrolled the previous year. When increasing fees, one must be careful to increase the income proportionately, giving consideration to whether the increase will lead to any reduction in enrollment. Other income accounts should be compared to expenditures for those related activities or services (camp store, transportation to and from camp, special activities) to see if the fees are adequate to provide an acceptable margin of income beyond expenditures in each area. It is vital to include **all** of the related costs of such activity in this comparison; for example, the salary and related costs for the personnel to operate an activity should be added to the cost of materials and facilities.

In projecting expenditures, the director should always consider the most disastrous thing that could happen — for example, price increases, need for extra staff, equipment breakdown and replacement. Large expenditure items should be carefully documented. Salaries and food often account for as much as fifty to sixty percent of a camp budget and need to be carefully analyzed since a slight change in either item could substantially alter the budgeted expenditures.

Final Budget Development

Only when a director has viewed the optimum need in expenses and the realistic income that can be expected is he/she in a position to deal with final budget development. If, at this point, there is a black balance, then problems of final development are minimal. Obviously, in a private independent operation, that positive balance must be large enough not only to provide for capitalization but also for a return on the private investment made.

It is critical that all of the expenses of camp operation be included in the budget. Particularly in the non-profit sector, certain expenses may have been carried in other budgets or allowances not included for depreciation, thus hiding the true cost of camp. There have been times when the salary of the year-round professional employee responsible for the camp, along with related benefits, was carried in the overall organizational budget, or certain insurance or bookkeeping services were borne elsewhere. The accurate amount of any such costs based upon the percentage of time devoted to the camp should be carried in the camp's budget in order to give true costs.

Depreciating Buildings and Equipment

Many camps have been slow to use a budget line which includes the appropriate depreciation of camp buildings and equipment. Each building and piece of major equipment should be depreciated on an agreed upon schedule, after consultation with the camp's accountant and board. That total depreciation should be expensed each year into a reserve account, which can be used only for the replacement of

such buildings and equipment when they are no longer usable. Non-profit camps have often dodged this issue by relying upon campaigns for charitable contributions to replace major structures; and, if there is assurance of this approach, perhaps the amount of depreciation can be tempered. However, it is increasingly difficult for many sponsoring organizations to find major capital funds and with increasing financial pressures upon non-profit organizations, camps have to be aggressive many times to get the attention of the organization's board.

Adjusting Expenses

If at this point, expenses are larger than income, the director must review each expense account to see what can be pared down without endangering the program objectives of the camp or the health and safety of the campers. Having determined the essential expenses, the camper income that can be expected based upon past experience, other self-generated income, and the outside funding available (subsidies, foundation grants, camperships funds, contributions), a decision must be made whether any remaining difference should come from increased fees or from reduced expenditures which may mean decreased program or personnel. Since camper fees need to be set early in the promotional year, decisions related to fees should be completed by early fall.

In determining income from campers' fees where some campers pay the full fee and others pay a reduced fee or no fee, it is wise to show the source of income for the subsidy of camper fees in the income statement. The director must know the actual cost of the camp experience per camper especially when he/she is seeking supplemental funds for campers who cannot pay the full fee. Donors often respond well to the concept of sending a needy camper to camp.

Fund Raising

It is the unusual non-profit camp which does not rely on some contribution income to operate the camp. Many private camps have moved to non-profit foundations to insure the continued operation after the present owners are gone. Other private independent camps have utilized an arrangement with the Trustees of the American Camping Association by which friends and parents make contributions to that group in the name of that camp which are used to fund campers from that camp who cannot afford their full camp fee. This means that almost every camp director is faced with the prospect of learning a new skill — that of fund raising.

Determining the Use of Funds

If funds are to be raised for the camp, their overall use should be carefully evaluated. Should these funds be used:

- To help alleviate the cost of the camp experience for every camper, thus lowering the fee for all?
- To lower the cost of the camp experience for particular campers whose situations are such that they cannot pay the usual fee?

- To cover capital expenditures (land development, building facilities, extensive large equipment purchases, major renovation) all of which are often included in the many operating budgets?
- To experiment with new programs which might eventually offer year-round program or diversification?
- To improve the wage and benefit package for staff, thus enabling the director to recruit better qualified staff?

In other words, the camp director and board (if there is one) must consider carefully the purpose of the fund raising for there must be a clearly felt need resulting in a clearly stated purpose. It may be that there are varying needs, ranging from keeping the fees lower than average to replacing buildings or equipment. Before lumping all of the needs together, consideration should be given to the types of fund raising. It may be helpful at this stage to invite an outside consultant to assist in the creation of a financial development program which provides a foundation and pattern for fund raising over a period of time.

Basic Principles

Some basic principles should be followed in fund raising regardless of the type of fund raising activity:

- Seek professional counsel or training for the camp director before starting.
- Establish a clearly stated purpose for the funds.
- Recruit capable volunteers to raise the funds.
- Provide a training program for the volunteers.
- Develop attractive, succinct and clear descriptive materials.
- Acknowledge every gift and recognize the giver in some fashion.
- Use the funds for the purpose for which they are raised, and report back to the giver.

Annual Giving

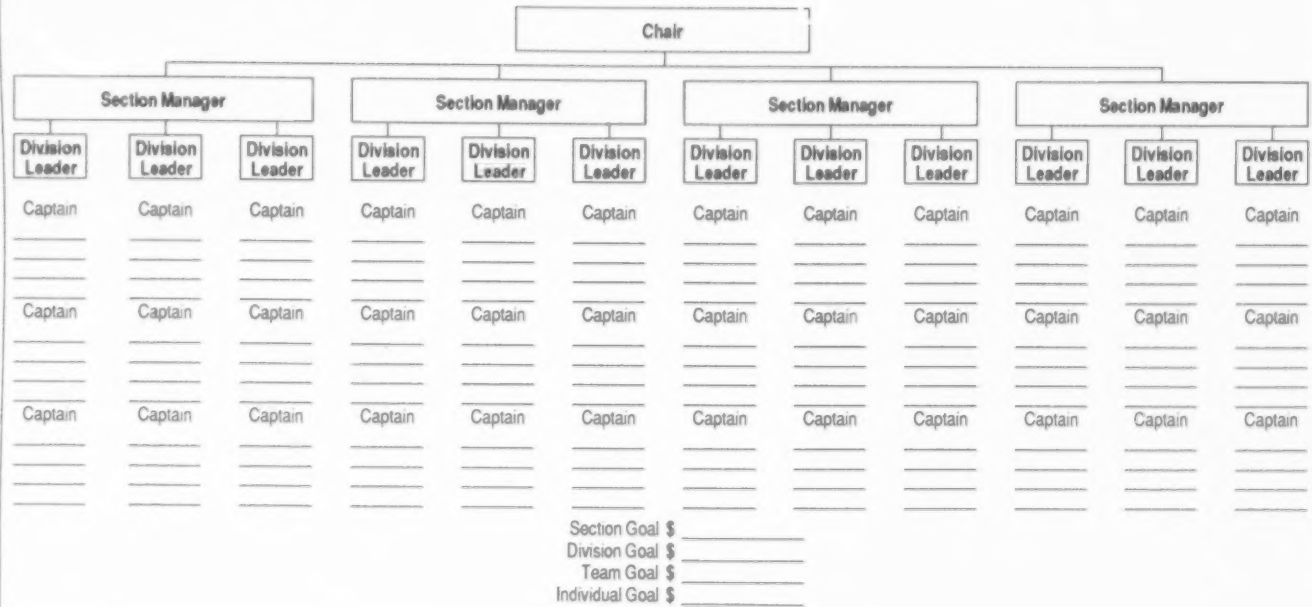
Annual giving is one type of fund raising in which an approach is made annually to one's constituency. That constituency may include parents of campers, former campers and staff, foundations, and friends of committee or board members. In this type of fund raising activity, a specific period is set aside each year for the effort, and a volunteer leadership secured either from the board, committee or alumni group. An organization with sub-chairs and workers is developed similar to the diagram in *Illustration 15.2*. A list of prospective givers is developed from the records of the camp: parents of campers, former campers, former staff, foundations, board or committee personnel and vendors.

The annual giving campaign or event lends itself best to providing funds for the ongoing operating budget of the camp through direct subsidy or to provide camperships for needy youth. Some camps have used it to replace budgeting depreciation reserves. Once a person has the camp in their list of charitable gifts, it becomes simpler to go back to them each year, as long as a good acknowledgement and information program is in place.

Illustration 15.2

Campaign Organizational Chart

Goal \$ _____



A variety of methods or a combination of methods may be utilized to approach potential annual givers. These include:

- Direct mail — a letter and material describing the needs with a return addressed and stamped envelope for returning a contribution.
- Telethon — a group of trained volunteers come together in a location where there are multiple telephone lines and call prospective givers and take pledges by telephone. A confirming letter and envelope is then sent to those pledging.
- Personal approach — a volunteer approaches a prospective giver, explaining the needs and asking for a contribution. Always the most effective method.
- Public gathering — a presentation is made at some type of special event sponsored by the camp and envelopes and pledge cards distributed upon a public appeal.
- Fund raiser — an activity is developed which will render its profits to the cause by the tickets sold or money collected through other activities.

Capital campaigns

Capital campaigns are another type of fund raising. In contrast to annual giving, this is done less frequently, generally every five to ten years, depending on the size of each campaign. The constituency to be approached is the same as in annual giving, but also can be extended to businesses in the area and certain foundations which consider capital projects. Again a volunteer organization is developed, not dissimilar to the annual campaign. This type of campaign is reliant upon having individual volunteers approaching potential givers individually.

In capital campaigns, professional counsel is especially important. It is not wise to embark on such a campaign, if there is not some certainty that the goal can be reached. A professional consultant may complete a feasibility study which will examine the willingness of potential large givers to contribute to the campaign, and uncover persons who are willing to serve in leadership roles, and assess the potential capability of the camp to raise funds. A capital campaign is especially dependent upon securing one or two large gifts equal to 20% of the goal, and 60-70% of the goal from large givers. Therefore, the identification, cultivation and assessment of potentially large givers is a vital part of this type of fund raising. In addition, professional counsel should lay out the steps and give advice in a smaller campaign, or be a resident consultant for the period of a major campaign.

Endowment Development

Endowment development is another approach to fund raising, and requires a quite different approach from the capital or annual support campaigns. Though one time campaigns similar in organization to the capital campaign can be run for endowment purposes, they are not as customary for camps as for universities, hospitals, and other organizations. Encouraging supporters to remember the camp in their wills, insurance, or through trusts requires a program of cultivation and education which may not show results immediately, as does the campaign format.

Though it is possible to approach a prospect who has not given to the camp and interest them in a planned type of giving, those persons who have given to the camp

through annual support efforts or capital campaigns are usually the best prospects for this type effort. Since these persons are known to the camp and the camp reports to them through mailings somewhat regularly, it is possible to begin to develop an awareness of the various instruments utilized in planned giving without initially asking for a gift. The use of planned giving instruments affects the estate of a person, and in many cases has helpful tax implications. Therefore, any decision usually requires more consideration, consultation, and often the advice of an attorney, trust officer, or accountant.

A program of endowment development should be carefully charted, with the strong commitment of the committee or board related to the camp. Professional guidance from a person knowledgeable about endowment development efforts should be sought initially. Since only non-profit (501 (c) (3) organizations can provide the tax benefits which make this attractive to many people, private camps may find that they can also take advantage indirectly of an endowment effort through the American Camping Foundation.

Fund Raising Personnel

To develop effective fund raising efforts takes considerable time, training and expertise, and the camp director needs to carefully evaluate his/her willingness to allot the amount of time from his/her schedule, or another staff member's schedule, for this purpose. Even when an outside consultant is brought in to help with the fund raising, it will still require time from the camp director. It cannot be done effectively if done half-heartedly, poorly, or without professional planning. On the other hand, most non-profit organizations cannot survive without an effective program of fund raising.

Purchasing

Once a budget is approved, a plan of purchasing should be followed which will give the director control over what is spent against each budgeted account. A purchase order system is the most common approach to purchasing. (See *Illustration 15.3* for one type of purchase order form.) The principle of purchase orders can be followed, with some shortcuts even in a small operation. The basic principle of a purchase order plan is that a written order (normally in multiple copies) for each purchase is made out and approved in advance of the purchase: one copy to the vendor from whom merchandise is being purchased, one copy for the bookkeeper (to compare to the invoice when it arrives) and one copy for the person making the purchase. Normally purchase orders are pre-numbered: thus, a number can be given to a vendor even when a purchase order is not sent to him/her or when a purchase is authorized by telephone. However this system is implemented, it is vital that:

- Purchasing be limited to as few people as is possible.
- Purchase orders be approved in advance of ordering.
- Purchase orders be written for the vendor and the purchaser.
- A secure, agreed-upon price is obtained before order is placed.

Illustration 15.3

Purchase Order Form

CAMPEVERYONE, 234 Same Street, Everyplace, NY
(613) 213-4765

Purchase Order # _____ 19 ____

To: _____

Ship: Parcel Post

UPS

Motor Freight

Best Way

Quantity	Item No.	Description	Cost each

To arrive by _____, 19 ____

Signed _____

Camp Director

Illustration 15.4

Petty Cash Slip	
<i>Petty Cash Slip</i>	
Date _____	
Received \$ _____	for _____

Account No. _____	by _____
	Signature _____

Purchasing should begin early in the year, and ample time should be given to the investigation of sources and comparison of prices for quality and value. The best discounts are secured through advance planning and purchasing. It is important to order early to insure delivery of items on time or in advance of the opening date of camp.

A system of payment should also be worked out in advance. Most vendors expect payment within thirty days, although some will require payment in advance or on actual delivery. The method of payment should be understood at the time the order is placed and specified on the purchase order. A disbursement system for a camp should include:

- A point at which the person placing the order, or someone designated by that person, has checked to make sure the merchandise or service has been delivered. In the case of merchandise, it is important that each item be checked as to quantity and type.
- A careful check of the invoice for mathematical errors and inclusion or exclusion of proper tax and discounts.
- Payment upon receipt of approved invoice which either matches a purchase order already on file or has been approved by an appropriate staff member.
- Payment by check. (When payment in cash is necessary, a receipt including all pertinent information and marked "PAID" should be secured.)

Cash Payments

Due to their non-urban locations or multiplicity of day-to-day immediate needs, camps generally have more of a problem with cash payments than do many organizations. A careful procedure for cash expenditures should be worked out.

A Petty Cash Fund is the most common method of dealing with cash expendi-

tures. A check for a set sum is issued at the beginning of the year, season, or period, and is cashed. The cash is kept in a locked box in the safe, if there is one, and handled only by one or two authorized persons. Staff members may make authorized purchases and be reimbursed in cash from the fund upon presentation of a signed receipt, or cash may be advanced for purchases and an accounting made after the purchase. In the case of advances, the amount of cash advanced and the date should be recorded on a slip of paper which is signed by the person taking the cash. (See *Illustration 15.4*.) Upon the return of a receipt for the amount spent and the proper change, the advance cash slip is discarded and the change and receipt returned to the cash box.

The receipts and cash should be balanced daily, or at the least, weekly. When the receipts add up to thirty to fifty percent of the original sum, receipts should be attached to a written summary, assigned account numbers and a check written for that amount, bringing the cash fund back up to the original amount. At the end of the fiscal year or season, any remaining cash should be redeposited in the main camp account.

Income

Careful accounting of all funds received is essential for accurate records, good public relations, and for the protection of all concerned. A written record should be kept of each payment received and a receipt issued to the payee. The camp's record of the receipt is used for two purposes: crediting the payee's account and designating the deposit of that payment to the proper budget account. Receipt records should be maintained in bound form or bound at regular intervals in pre-numbered sequence.

Payments should be deposited with the bank or organizational office at regularly scheduled times. A daily deposit of such funds is preferable; but, in many camps, payments come in cycles (at the beginning of the period, for example). This may necessitate a daily deposit at the beginning of the session, but only a weekly deposit during the balance of the session. By promptly depositing checks and cash the director can avoid having substantial amounts of money in camp.

Most camps ask for payment of the entire camper fee in advance or upon arrival at camp. A billing system is usually necessary either to secure the advance payments or to follow up delinquent payments. Bills should specify the amount, the person served, the dates covered, and the services rendered.

The director should assign day-to-day financial responsibilities to one staff person at camp and should provide that person with a precise job description. The maintenance of up-to-date, accurate records is essential so some training and experience is necessary for this job. A business manager with some accounting experience is ideal, and in addition, some camps will need a bookkeeper in the office. Checks should have at least two authorized signatories; checks larger than a predetermined amount should be signed by both persons. The checkbook and bank deposit slips should be balanced with the bank statement upon receipt of the

monthly statement. These records should be kept in a fireproof container and should be retained by the camp or organization for at least five years.

Camp Store and Camper Bank

However well warned in advance, in most camp situations campers will need certain supplies (i.e., toothpaste, toothbrushes, stationary, stamps) other than those which the camps supplies as part of the fee. Campers are also anxious to have souvenirs or reminders of their camp experience (i.e., T-shirts, patches, pennants, postcards). The director should consider how such items may be sold to campers in a way which is consistent with the camp's philosophy.

Campers will arrive at camp with varying amounts of cash, whether or not the camp has items for sale. Most camps do not wish to have the camper go to commercial establishments off the campsite. The presence of cash in camper duffel or clothing may lead to losses and disputes. A plan of how to safeguard this cash, as well as disburse it if items are to be sold, should be developed and announced in advance of camp. Most camps have a plan for campers to deposit funds on arrival; allowing the camper to draw against those funds for necessary expenditures on personal items or for additional activity fees. The following processes should be considered in development of such a plan:

- Suggesting to parents and campers in advance the maximum and minimum amount of cash needed during the camper period.
- Indicating what essential items the campers may need to purchase.
- Listing programs which may require additional expenditures depending on the camper's interests and skill (craft supplies, trips, horseback riding, ammunition for riflery). Where possible, it is best if these can be included in the camper fee or identified as an option in the payment of the fee plus extras initially.
- Identifying what items the camp may wish to make available to campers for purchase.
- Providing the camper with a receipt for cash deposited.
- Setting up a simple plan of accounting: that is charging against an individual's account for purchases, entering deposits, and providing refund at the end of the period.

Two sample systems are shown in *Illustration 15.5*. The first is a checkbook which the camper uses to write a check for each purchase (providing him/her with a record of expenditures and the experience of keeping his/her own record). The second is a card held by the camp on which expenditures are recorded at the time of purchase and deposits are recorded.

Where camps serve groups, the problem of dealing with the individual's cash does not arise. However, a system for selling the various supplies should be established and the group leader given information in advance about what is available at camp during the group's stay.

In developing a camp store, careful accounting practices should be established. The store operation should provide income to the camp over and above the cost of

Illustration 15.5

Balance brought forward	\$ _____	_____ 19____ Check # _____
Deposited	\$ _____	Pay to Camp \$ _____
Total	\$ _____	\$ _____ Dollars
Less Ch. # _____ for _____	\$ _____	for _____ Signed _____
Balance	\$ _____	Cabin _____

Figure 1 Checkbook Type of Expenditure/Deposit Record

Name _____ Cabin _____

[illegible]

Figure 2 Card Type of Expenditure/Deposit Record

merchandise, the cost of labor, and related overhead. It is unrealistic to expect to cover only the cost of the merchandise. Many camps have found this to be a significant source of income.

The sale of items with the camp name and logo is also another method of public relations. It advertises the camp wherever that individual goes and name recognition is important. It can also stimulate others to ask the individual about the camp and their experience there.

An appropriate location which will provide security and accessibility needs to be determined. The display of items with clearly marked prices will stimulate sales and save time when campers come to the store. One person should have the ongoing responsibility for the store, including the inventorying of stock, ordering of additional supplies, and supervising sales. Additional persons may assist at busy times, of course.

Insurance

A critical ingredient of any risk management plan is the insurance protection. Though some camps may be in a position to self-insure themselves, most often insurance is purchased from an outside company. The careful selection of an insurance agent or broker is the first step in securing insurance. If possible, an agent should be found who has some understanding of camps and does not cringe at each program activity which on the surface seems to pose a risk. If the agent has the designation CPCU (Chartered Property Casualty Underwriter) or CIC (Certified Insurance Counselor) it indicates the person has taken the time to seek the certification and has acquired a broad background in insurance. However, there are many qualified persons without either of these designations. It is important that the director be familiar with the various types of insurance that need to be considered.

Fire and Extended Coverage

This type of policy covers camp buildings and their contents. One option is to insure the buildings and contents up to their replacement costs. In years of escalating inflation, building values must be adjusted annually to keep pace with the rising costs of replacement. It has become very expensive to insure all camp buildings at replacement value, and it may be wise to consider insuring only the most essential buildings in this fashion. It is well to consider which buildings are the most valuable and without which it would be difficult to operate.

The second option is to insure buildings for their actual cash value or depreciated value. If a building is destroyed, then the camp would receive only the value at the time of the incident and replacement would probably cost considerably more. This option brings a reduction in rates in proportion to the reduction in values. It is also important to note if a building contains particularly valuable contents which would be difficult or expensive to replace.

In any case, it is important to have a schedule of all buildings and an inventory of their contents with their present replacement value. In this fashion, the risk you are carrying in terms of the difference between value and replacement costs is

known. Accurate, up-to-date inventories and pictures of buildings and especially valuable contents should be kept to document the loss should a fire or loss occur.

The amount of the deductible the camp assumes will also affect the premium. As premiums for insurance coverage have increased, camps have tended to self-insure themselves with higher deductibles (\$1,000, \$2,500, \$5,000).

Comprehensive Liability

A liability policy is designed to provide protection for the camp if lawsuits are brought as a result of alleged negligence. Such allegations may be brought as the result of property damage, bodily injury or personal injury (emotional injury, loss of earnings). The insurance company generally evaluates all conditions that increase or decrease risk. The number of horses for horseback riding, motorboats for water skiing, and the number of staff each affect the risk factors as viewed by the insurance company.

It is important that the camp director help the insurance agent understand the camp and its different risk exposures provided in the individual program and setting. It is at this point that your risk management plan (see Chapter 8) will help the agent understand the precautions and steps taken to minimize risks. The agent should also have exposure and understanding of the camp's American Camping Association Camp Accreditation or Site Approval.

The camp director should be realistic in setting the limits of coverage to be purchased. In an increasingly litigious environment, camps have to be careful to have enough insurance to cover a major incident. Minimum limits to be expected today are \$1,000,000 in general liability, and \$1,000,000 to \$5,000,000 in excess limits (generally called umbrella insurance), depending on degree of risks at camp.

The policy should be checked in detail to see if it provides malpractice insurance for improper medical treatment, product liability coverage for food service, and any type of coverage for independent contractors who may work at camp in construction or program. There also exists today a professional liability policy which will cover full-time employees that protects the individual against alleged negligence in the performance of professional duties. This is wise coverage to have.

Workers Compensation

Required by law, this policy covers medical and hospitalization costs and loss-of-time (wages) compensation incurred for employees injured at work or suffering a work-related illness. The requirements for Workers Compensation limits vary from state to state. The experience rating of a camp can affect the premium in certain situations, so the control of staff accidents is an important part of the risk management plan of a camp.

Motor Vehicle Insurance

Vehicles, particularly where they carry passengers, are a major risk. It is vital that the vehicles owned or used by the camp be covered by insurance. Coverage should include liability, property damage, medical payments and uninsured motorist coverage. Collision and comprehensive coverage is available but must be

examined in light of the value of the vehicles and the additional premium. If the camp uses staff-owned vehicles for any purpose whatsoever, non-owner coverage should be secured. If the camp hires or leases vehicles, the lessor is normally expected to carry the insurance, but the director should require a certificate or letter of insurance in advance of use.

Health and Accident Insurance

Health and accident insurance is designed to cover the costs of medical and hospitalization for camper and staff accidents or illnesses occurring or contracted during the camp stay. Various kinds of coverage are available under such policies. Many camps automatically cover campers and offer coverage to staff as a benefit. Other camps offer campers and staff the option of taking the insurance or relying on their own family policy. If the policy covers staff, work-related injuries are still covered first under Workers Compensation insurance.

It is possible to secure a policy which covers the camper in coordination with the family's insurance. The policy pays the deductible on the family policy, and anything in excess of the maximum paid by the family policy. Where no family insurance exists, then the policy becomes the primary insurance. This type policy generally costs less than covering all campers directly.

The director should request and receive binders on each insurance policy on or before the date the policy takes affect, if the policy is not available on that date. A binder assures the director that the policy is in effect for a given time. It is wise to inquire of the agent as to the Best rating of the insurance companies issuing policies; the rating should be a B+ or higher, if at all possible.

Taxes

Although in most of the areas discussed an accountant or an attorney is of great assistance, it is in the area of taxes that such expertise becomes essential. The type of taxes applying to a specific camp will vary not only in the locality of the office and camp location, but also in whether the camp is a for profit or a non-profit organization. Specific tax areas to be examined are payroll, real estate, personal property, and sales.

Camp Office

The camp office should be in a location that is easy to find when arriving at camp, and yet where noisy activities will not be distracting to those at work. Though the office should be the center of efficiency and accuracy in terms of records and administration, it should create a relaxed, congenial atmosphere. It often is the first "people impression" on the camp site, and serves as the reception area for visitors, vendors, and often the parents of campers.

Many camps will have two offices: one in the director's home or city near the home, and another at camp. Here the telephone may serve a similar function to the people-greeting function in the office at camp. Since many of the inquires and questions from prospective campers and their parents come by telephone, it is

important that the person answering the phone reveal a pleasant personality and have many immediate answers to questions.

Staff

The size of the office staff will vary with the size of the camp, with larger camps having a combination receptionist and telephone operator, a bookkeeper, a secretary and a business manager. While smaller camps may have only one person in addition to the camp director. At times, any camp office may be overly busy and harried, but it is important that people be willing to stop and deal with the public — whether in person or on the phone.

Arrangement

Several factors need to be considered in the construction or arrangement of the office. Sufficient storage for supplies and records is essential. Some privacy for the camp director and other administrators and program personnel needs to be considered, since regular conferences with individual staff will be of a confidential nature. An area near the front door should have some chairs where people may wait. A counter here may assist in separating visitors from the work area and also give a space where it is convenient to write or stand and provide information. A more than average number of electrical outlets, with adequate power supply, will be needed because of the variety and quantity of office equipment and desk lighting.

Computerization

The computerization of the camp office has changed the way in which many functions are handled. There are computer programs available which allow the entire registration process of individuals or groups to be recorded on the computer, creating not only a registration record, but an account receivable, a billing mechanism, labels for mailings, a living group assignment preference, and program group sign-ups. Some standard programs are available in the marketplace which can provide accounting, word processing, integration of names on a list with correspondence, spread sheets, and desktop publishing. At the same time, several companies have developed special software for camps which provide the program group and living group assignment process, as well as the camp registration format. Christine Z. Howe identifies a variety of applications available as shown in *Illustration 15.6*.¹

Getting Started with a Computer

Where no computerization has been done, it is wise to investigate carefully the variety of options in hardware and software. Technology changes so rapidly and varies in applicability to different camp settings, that it is wise to visit several computerized camp offices and compare notes with the camp directors as to the problems and successes. Whatever is implemented in terms of software should be done program by program, because there will be unforeseen problems that will

1. Howe, Christine Z. "Change, Computers, and the Camp Administration." *Camping Magazine* 57:1 September/October, 1984, p. 17.

Illustration 15.6

Selected Applications for Microcomputers

ADMINISTRATION

Financial

- accounting
- general ledger
- investments
- forecasting/decision support
- work load cost tracking
- utility management
- invoices/billing
- budget/revenue and expenditures

Personnel

- recordkeeping/employee rosters
- recordkeeping/volunteer rosters
- recordkeeping/client rosters
- payroll
- insurance
- performance standards/job descriptions

Word Processing — General

- permits/licenses
- mailing labels
- bulk mailing
- manuals/training materials
- printing
- graphics/mapping
- aggregate client data-participation and demographics
- monthly reports

Research

- accident studies
- marketing
- long-range planning
- demand studies
- survey tabulation

Maintenance

- custodial cost tracking
- vandalism monitoring
- horticultural/irrigation management
- aquatics scheduling and management

SERVICE DELIVERY

Recordkeeping

- activity registration
- attendance reporting
- facility/site usage
- activity scheduling

Program Planning & Evaluation

- advertising/publicity
- activity master planning
- activity analysis
- activity tracking

Activities

- games — electronic and simulation
- arts/graphics
- music forms
- interactive stories/reading

LEISURE COUNSELING & EDUCATION

Counseling

- recreational needs assessment
- interest inventories
- problem solving
- values awareness and clarification
- individual demographics
- communication/expression of thoughts and feelings

Education

- Development of positive self-concept through mastery
- referral systems
- leisure matching systems

slow the process and frustrate office personnel. For example, it is best to implement the accounting system or the word processing system first and get the office staff familiar with computer- think rather than to install all programs at once.

Henderson and Bialeschki outline several steps to be taken in getting started with computers:

1. Review the present operation for sizing. Determine how large your camp enrollments, budgets, and inventories are so you can more accurately decide

how large a computer system you will need and what benefits might be for its use.

2. Set goals and objectives and criteria for what a computer can do for you . . . Do not buy a computer or buy timesharing and then try to decide how to use it. The applications must be determined first.
3. Find a vendor and locate software sources. It may be necessary to consult with more than one vendor to determine what the best buy is and who will provide the most support services.
4. Design an implementation schedule to determine how you will begin to use the computer and its software. It is impossible to do everything at once, so you must decide systematically how you will begin to use the system.
5. Begin implementing applications with a continual approach for evaluating and adding potential software.²

However, there is no question that, even in the smallest operation, the right computer system can provide a long-term solution to many traditional problems and time-consuming functions in the camp setting. It is critical to have either a very knowledgeable person on the staff who can trouble shoot or a convenient and helpful supplier who makes a commitment to stick with you for twelve to eighteen months in the conversion process. In any case, the question of the type of supplier support is critical; the firm's reputation, references, repairs, charges, troubleshooting, availability of parts should be checked thoroughly.

Checkpoints

1. Outline the budgeting process for the camp.
2. Describe the three basic types of fund raising and the principles that affect all good fund raising.
3. Who may purchase for the camp? By what methods? Who checks the order when it is received and approves payment?
4. Who handles cash at camp? Are they bonded? What check is there on the cash received?
5. Review the insurance of the camp and identify areas that need updating. Is the camp covered with fire and casualty, liability, workman's compensation, vehicle insurance?
6. Is there a study of the expenses and income related to the camp store which shows what margin of income over expenses is being achieved?
7. Describe the steps in moving into a computerized operation.

Related Standards

1. B 1, SB 4, 10, 11, 12
2. Self-Assessment Document: Items 19, 20, 21

2. Henderson, Karla and Bialeschki, M. Deborah. "Computer Consciousness." *Camping Magazine* 55:7 May, 1983. p. 16

CAMP EMERSON, MASS.



"It seems to me that the first and foremost reason that volunteers dedicate so much of their personal lives to chosen projects . . . is that they believe in the organization's mission. In leadership training we call this 'alignment' with the mission and vision of the organization."

George Burns¹

Few camps operate without some volunteer assistance — whether it is on the staff, on a board or committee, or former staff or parents of campers who refer others to the camp. A volunteer is any person who gives his or her services to the camp without any compensation. The dictionary suggests that a volunteer "grows spontaneously without direct human control."² The growth and nurturing of volunteers is an art that every camp director needs to develop. Volunteers spread and enhance the mission of a camp and stimulate enthusiasm unmatched by staff.

One's first reaction is that volunteers should be cultivated because they save the camp money if they serve as staff members, work around camp, or take on roles ordinarily paid for. Another reaction is that volunteers bring in money because they become fund raisers or recruiters of campers. Either or both may be true but first and foremost, volunteers should be cultivated because it is an outgrowth of the spirit and philosophy of the camp. It is a tribute to a camp that former campers or staff and parents of either may wish to share the experience of the camp with others.

On the other hand, volunteers need some structure and professional leadership to be most effective and to gain the greatest personal satisfaction from the experience. Some principles of any volunteer service should be kept in mind.

1. A need must be perceived by the volunteer. The need may be stimulated or sold by the professional, but it must challenge the volunteer or rekindle earlier positive experiences or felt needs.
2. Volunteers should be guided to the type of activity in which they will be most effective. Success is important in any task, particularly when one is giving

1. Burns, George. "How to Keep Volunteers Coming Back." *Journal of Christian Camping* 21:5 September/October, 1989. p. 6.

2. Webster's New Collegiate Dictionary. 1976. s.v. "Volunteer."

energy, time and money to accomplish task. It is not wise to randomly assign or recruit volunteers.

3. A written job description should be prepared for the task and shared with the volunteer. The volunteer should be asked if he/she has a problem with any of the functions, as it may be useful to adjust some portions of the task. Along with the job description there should be a targeted time for accomplishment or evaluation.
4. The volunteer should be informed of the ground rules: camp policies, limits of authority, budget limitations, or whatever limits there are.
5. The volunteer should be given adequate assistance in accomplishing the task — whether it be funds, tools, manpower, or the camp director's own time to consult.
6. Supervision should be provided as needed.
7. The performance of the volunteer should be evaluated upon completion of the task.
8. There should be public recognition of the volunteer.

Legal Ramifications

In recent years there have been court cases around the legal definition of volunteerism. *Corpus Juris 2d*, a legal encyclopedia, defines the volunteer as:

"... one who does or undertakes to that which is not legally or morally bound to do, and which is not in pursuance or protection of any interest ... one who enters into service of his own free will; one who gives his service without any express or implied promise of remuneration ...; one who has no interest in his work, but nevertheless undertakes to assist therein; ..."³

This definition of a **pure** volunteer is very narrow and is somewhat different from a **gratuitous** volunteer. These two volunteers may be differentiated by a two-part test as to whether the person is subject to the control of the organization and whether the person has an interest in the job performed. The pure volunteer may not be able to expect the same sort of safeguards that a gratuitous volunteer may expect.

There a number of court cases which illustrate some of the problems for the organization in gratuitous volunteer service. For example, in *Bond v. Cartwright Little League, Inc.* (536 p.2d 697 1975)⁴, the Little League solicited help from volunteers to remove some large lights it had purchased from a municipal baseball field. A volunteer started up one of the 100-foot poles and fell forty feet, injuring himself. The Arizona Supreme Court reasoned that the volunteer was not a pure

3. Christenson, Robert A. "What You Should Know About the Legal Definition of a 'Volunteer' " *Voluntary Action Leadership*. Fall, 1982. p. 17.

4. Citations such as this one may be used to look up the complete text of the legal cases mentioned in this chapter. Take the citation to a law library and ask for assistance. Law firms and local bar associations often have law libraries.

volunteer because the Little League set the time and place as well as the manner in which the lights were to be removed and had control over the volunteer.

In the North Dakota Supreme Court case *Olson v. Kem Temple, Ancient Arabic Order of the Mystic Shrine*, (43 N.W.2d 385, 1950), a volunteer was denied recovery when he fell off a small step-ladder and was injured, because the step-ladder is considered a "simple tool." The court reasoned "where the tool or appliance is simple in construction and a defect therein is discernible without special skill or knowledge, and the employee is as well qualified as the employer to detect the defect and appraise the danger resulting therefrom" that there could be recovery.

In the Washington Court of Appeals case *Baxter v. Morningside, Inc.* (521 p.2d 948 1974), a volunteer driver for a charitable organization was in an accident negligently causing injury to several persons. The court held that the organization was liable for the volunteer driver's actions because it "controlled or could have controlled the physical conduct and performance of the volunteer driver."⁵

In 1985 the Supreme Court decided in *Tony and Susan Alamo Foundation v. Secretary of Labor* (105 S.Ct. 1953, 1985), that workers for the Foundation who received room and board were not true volunteers because "they were working with the expectancy of some remuneration." Therefore, the court held that volunteer workers were subject to the provisions of the Fair Labor Standards Act (FLSA), which included the minimum wage. It has been suggested that this decision has "created a new category which might be called the 'quasi-volunteer' who, though functioning like a volunteer, is afforded the 'protection' of the Act, because there is some identifiable expectation of compensation."⁶ The Alamo case involved two elements for the non-profit foundation: a commercial activity and the payment of room and board, both unrelated to its exempt purpose. So Grange and LeSourd point out that in a camp setting the room and board are provided as conditions of employment; that is, because of their job in working with campers and being in the camp setting, it is to the benefit of the camp to provide the meals and lodging. This has yet to be tested in court.

Several principles arise from the cases that should be taken into consideration by camp directors.

1. No remuneration should be given that is not for the convenience of the camp. For example, lodging is provided a camp counselor as a convenience to the camp because the person could not effectively do the job without living at the camp. Therefore, it is for the convenience of the employer.
2. No remuneration should be given that is not a part of the responsibility undertaken. For example, to provide meals and lodging to a person whose home

5. Christenson, Robert A. "What You Should Know About the Legal Definition of a 'Volunteer.'" *Voluntary Action Leadership* Fall, 1982. p. 17.

6. Grange II, George (Chip) R. and LeSourd, Nancy Oliver. "Volunteers: Court Decisions vs. Cost Effective Help." *Journal of Christian Camping* 21:5 September/October, 1989. p. 8.

is a mile down the road from camp and the person only instructs an activity one or two hours a day is really beyond the responsibility undertaken.

3. If the camp asks that a specific task be undertaken at a given place and time, then the camp should provide safeguards and give supervision to the activity.
4. The same care and training should be required of volunteers as with employees who undertake potentially liable services, such as driving.
5. Volunteers should be urged to carefully inspect equipment before using it, though that in no way relieves the camp of ordinary care and upkeep of that equipment.

Volunteers As Staff

Many non-profit organizations utilize volunteers either as the majority or total of the camp staff. A volunteer director is recruited for a one- or two-week period and then recruits staff to work during that session or sessions. In other camps, the core program staff is employed, and volunteers recruited as counselors or assistants in other functions.

Throughout this book no differentiation has been made between the volunteer and employed staff member. Generally speaking, the principles involved in the selection, retention, orientation, training, and supervision of employed staff should also apply to volunteer staff. This means that the camp director or organization should:

1. Select volunteer staff carefully, following the same type of screening methods discussed earlier, including an application and references. Where certifications are needed, they should be required of volunteer staff.
2. Have a written agreement with those staff members, in which it is stated:
 - That the person is a volunteer and not a paid employee.
 - That room and board is provided as a convenience of the employer.
 - That the camp assigns sleeping space and duties to the volunteer.
 - That no fringe benefits provided a regular employee are provided the volunteer.
 - That volunteer services can be terminated by either party at any time.
3. Provide a training period before the campers arrive.
4. Provide supervision during the camp periods.
5. Provide evaluation and recognition at the end of the period.

There are certainly differences between volunteer-staffed camps and camps with paid staff, and the camp director needs to carefully assess what differences might arise. For example, training may have to occur on several weekends during the spring or early summer, because the volunteers cannot give another week prior to the camp period. More supervision may be needed in certain program areas because of the limited time for training and orientation.

It should be pointed out that the practice of some camps to give honorariums or scholarships rather than wages, and count the person as a volunteer, exempt from

minimum wage or FICA provisions, would probably not hold up under the court definitions of a "pure volunteer" or "gratuitous employee."

Volunteer Committees and Boards

In non-profit camps, a governing board or committee of the organization's board works with the employed or volunteer camp director. The relationship between the committee and board and the director can be a most creative and exciting experience or it can deteriorate into a struggle for power. Early in his/her employment the camp director should try to understand the structure of the particular organization for which he/she works. The director should seek answers to the following questions:

- Who is the chief elected officer of the organization?
- What is the elected governing body and its policy function?
- What is the body to which the camp committee/board reports, if any?
- What are the types of policies the camp committee/board has under its jurisdiction?
- What is the organization's staff role as it is related to these committees or boards?
- What is the stated purpose of the organization, especially its "exempt purpose," that is the purpose for which it is granted exemption from certain taxes?
- What are the job descriptions of board members and officers?

Obviously, no two organizations operate in exactly the same way. Therefore, generalizations made in this chapter must be adapted to the specific camp's situation. The chart in *Illustration 16.1* gives an overview of the roles most often assumed by committees or boards and by the director of a camp.

There should be a set of by-laws which govern the actions of the board and its sub-committees. This is a legal document which outlines the way in which the organization elects officers and members, and the manner in which meetings of the board and organization must be held. It is an important document to understand, and the employed director has a legal responsibility to help insure that the elected officials adhere to the by-laws of the organization. By-laws may be changed, and the method of change is usually specified in the by-laws.

The volunteer support system should never be viewed as an unnecessary step in administration; it can be the greatest advantage the nonprofit organization has. The volunteer committee member can be a vital checkpoint of community or organizational reaction, as well as an additional staff member. However, few volunteers are simply interested in another committee position or in having their names listed. If they commit themselves to membership on a committee or board, they expect to perform useful and meaningful services. To simply be "yes men" is degrading and demoralizing and, in the ultimate analysis, deadly to a camp and its sponsoring organization.

John Pearson, former executive director of Christian Camping International/USA, suggests that "The care and feeding of a board member will be much easier

Illustration 16.1

Responsibilities Within the Volunteer Organization

Responsibilities of the Operator

- See that the camp is operated in harmony with the organization's overall mission and goals
- Set policy for the camp
- Recruit a capable administrator for the camp and provide adequate support services
- Provide resources:
 - a site,
 - capital,
 - community support
- Approve an annual operating budget with overall financial policies and direction
- Be responsible for meeting the applicable local, state and federal laws
- Set admission requirements (age, membership, sex)
- Develop overall program goals and direction
- Be responsible to the community
- Supervision of administrator

Responsibilities Often Shared

- Keep minutes of decisions and meetings
- Assist in site development and maintenance
- Raise capital funds
- Raise supplemental (contributed) funds
- Be responsible for meeting the applicable local, state and federal laws
- Promote the camp and recruit campers
- Monitor good standards of operation in health, safety and personnel
- Evaluation

Responsibilities of the Camp Director

- Recommend and implement policy
- Recruit and train the staff of the camp (full/part-time, and volunteer)
- See that the camp site is maintained in good condition and alert board/committee to needs
- Develop a budget and provide a careful and honest accounting of income/expenditures
- Be responsible for meeting the applicable local, state, and federal laws
- Recruit campers
- Develop, implement and evaluate camp program
- Implement good standards of operation in health, safety and personnel

if the director can participate in the board member selection process. Camp boards are selected through a variety of election procedures. The alert camp director, however, will request that the nominating committee consult with him before the nominees are recruited."⁷

After the recruitment process is completed, each new board member should be involved in a group or individual orientation session and given a copy of the by-laws, policy manual, and a job description.

When a meeting of the camp committee or board is scheduled, the camp director should make certain that:

- The agenda is developed with the chairperson in advance of the meeting.
- Clear and concise written reports on subjects to be discussed are ready, and when possible, have been circulated in advance of the meeting.
- The decisions or actions to be considered are outlined clearly.
- The room and setting is ready for a comfortable and informal meeting.
- Members who are expected to report have the data or information they need.

The director's next step is to involve the volunteer in a task over and above attendance at the committee or board meeting. The assignment of a task by the chairperson to a sub-group often moves that sub-group to action; at this point the camp director should be an aide to that group, helping them outline the steps to be taken and assisting as needed. It is of particular value to get the committee members to come to the camp, especially during sessions, so that the program and objectives can be personalized. Work days, weekends, and special program events will also provide opportunities for volunteer leadership and contribution.

A careful and accurate record of committee proceedings, with particular attention to actions taken, should be maintained in the office or headquarters of the camp. Though the secretary may be an elected or appointed position, the camp director has responsibility for assisting and making sure minutes of all meetings are circulated to appropriate persons, and kept in a permanent file in the office, preferably bound. The policies adopted by the committee or board should be pulled from minutes and placed in some appropriate sequence or order in a notebook, which is then given each member of the committee or board.

Orientation of new committee or board members should be a part of the ongoing procedures of the committee or board. A regular set of materials including the policy manual of the group as well as past minutes should be given each new member, along with a verbal orientation to the way in the group works.

Other Roles

One function that the committee/board of camps in today's climate must expect to undertake is that of fund-raising. Fund-raising is a volunteer function, even though it deserves professional leadership and assistance. The actual fund-raising

7. Pearson, John. *The Director and The Camp Board: A Creative Partnership*. Wheaton, Ill.: Christian Camping International, United States Division, n.d., p. 39.

call is a volunteer function and should be recognized by any nonprofit board or committee.

Many camps are fortunate to have volunteers who are also able and willing to be involved directly in program or work events. These volunteers will often organize and lead groups to camp for work or activity weekends, implement much of the promotion of campers, or come to camp for a specific work project.

The relationship between the volunteer and staff member can be most creative and satisfying when they share a common purpose and both partners feel a sense of contribution and worth. As the staff member is an extension of the policy making group, so may the volunteer become an extension or arm of the staff member.

Checkpoints

1. Does the camp have a written agreement with volunteers?
2. Does the camp have a regular program orientation and training for all volunteers — both at the staff and committee/board level?
3. Is there a diagram or outline of the volunteer structure? If not, develop one for your own understanding and use.
4. Who is the lay person responsible for overall organization direction?
5. What are the specific responsibilities of the camp committee/board and its sub-groups?
6. In what ways could your camp utilize volunteers that are not done now?

Related Standards

1. C 1-14
2. Self-Assessment Document: Items 24-31

CAMP CODY FOR BOYS, N.H.



Where To Go From Here? 17

"The impetus for . . . an educational experience naturally should come from camp directors. This would not only be the best guarantee of its productiveness, but would also reflect a high degree of genuinely professional consciousness on the part of camp directors."

*Character Education in the Summer Camp IX*¹

You didn't find all the answers in this volume? That is correct — no one can give you all those answers. Many answers will have to be found by the camp director on his/her own — through experience, through peer relationships, through research, through study, through workshops and conferences.

Camping as a Profession

The subject of the camp director as a professional has been an issue since the early part of this century, but has intensified during the past three decades. In our society, the term, professional, has been greatly overused to the degree that, at times, the only commonality is that it differentiates between a paid and an unpaid person. Originally the word was used to talk about law, medicine, and religious vocations. It has been broadened in modern times.

It is recognized that many persons come into the camping field, for a few years only, before taking other positions in their human service organization. Many persons, in other professions such as education, spend their summers as well as part of the school year involved in the camping field. However, a significant number of camp directors are persons who spend their lives in the camping field — as camp directors, administrators, consultants, teachers. To these people, there is a strong feeling that being a camp director is a profession worthy of note.

A work group at the ninth Character Education in Camping Seminar at George Williams College identified seven marks of a profession. These are paraphrased here but are taken from that seminar report.²

1. A profession rests upon "a social function, distinct from other functions,

1. Backus, Ramona, Boorman, Harvie J. and Dimock, Hedley S. *Camping and the Future*. Character Education in the Summer Camp IX. New York, N.Y.: Association Press, 1948. p. 59.

2. Ibid. pp. 24-26.

that is basic, important and relatively permanent." This is most obvious in medicine, the ministry, engineering, and law. Camping is so young, as compared to these professions, that it is a bit premature to espouse our social function, much less equate 125 plus years as permanency.

2. A profession has a **"distinctive or specialized body of knowledge,"** a theory which ties together many disciplines which represent a unique body apart from other fields. As identified in this text, many disciplines have to be mastered in this field, but what makes that body of knowledge unique from education, perhaps the closest profession to camping?
3. A profession **"demands a specialized or professional preparation, in addition to general education, for its practitioners."** This means that the body of knowledge is so complex and large that it cannot be mastered on the job as in a craft. This is one of the differences between a carpenter and an architect. Standards for specialized education are set, and only those individuals who meet them are eligible for admission to that profession. An effort has been made, in this regard, through the Certified Camp Director program but it is apparent that the field is far from accepting this as an eligibility in order to practice in the field.
4. A profession functions collectively through people **"joining together for mutual betterment and growth and to provide a service to the public."** These were once called guilds or societies but today are known as associations. The functions include:
 - Formulating the conditions for entrance into the profession, as mentioned in number one.
 - Developing a code governing ethical practices of those in the field, as it relates to the **"relationships between the practitioner and the other practitioners, and the practitioner and the public."** The American Camping Association has established a code for camp directors, which does set some basic ethical practices for the field. This code is included in the appendix and deserves study by every camp director, for it does contain the basic ethical practices.
 - Stimulating the **"discovery of new knowledge and practice pertinent to the profession."** Researching various aspects of the field's practice is a recognized way of advancing the body of knowledge in a field. Dr. Betty van der Smitten and Judy Brookhiser developed the most recent bibliography of research in the field in 1982;³ but much has occurred since then.
 - **"Facilitating the interchange and dissemination of"** knowledge in the field throughout the entire profession. This is the obligation and effort to continually update the field and provide new input into the body of knowledge. This is being done today by camp directors who write for such journals as *Camping Magazine*, the *Journal of Christian Camping*, the

3. van der Smitten, Betty and Brookhiser, Judy, Editors. *Bibliography of Research in Organized Camping, Environmental Education, Adventure Education, and Interpretative Services*. Martinsville, Ind.: American Camping Association, 1982.

Journal of Experiential Education, and who author books in the field. This has happened in both Christian Camping International and the American Camping Association. It follows that when the camp director becomes part of one of those bodies, he/she moves toward being a professional.

5. A profession **"formulates and applies standards that govern the practice of the profession in the community."** This has occurred in camping through the standards of the American Camping Association, which have been developed over more than fifty years and are now the accepted standards for the industry in the United States. However, we are still some distance from having all camps meet those standards, or having all states recognize accreditation as essential for licensing.
6. A profession is **"motivated by a social spirit and purpose.** Social values presumably transcend individual and economic values in a profession." In other words, the reason for camps to exist is to serve the public, and that becomes an essential ingredient of any professional organization or association which brings together camp directors. The challenge, therefore, is to keep individual directors and their associations keyed into growth of the camp director and service to the public, rather than mutual protection societies. There will always be pressures to move toward the mutual protection society rather than toward the protection of the public, and the voices of professionals in the field will have to keep the associations on course.
7. A profession **"implies a personal standard of workmanship characterized by both sincerity and intellectual integrity.** The professional person seeks to maintain high standards of competence, to keep abreast of changing conditions and of new knowledge and techniques, and to embody the new learnings in his practice." This would make it inherent in being a professional to have an obligation to continually update his/her knowledge in the field. A professional holds himself/herself out to the public as being up to date on the current and best practices in his or her field. Herein, the camp director has to move beyond his/her own camp or own organization to the broader field to exchange information and to dialogue with fellow professionals around key issues and development.

An examination of the seven marks of a profession give us evidence that, though some have been fulfilled, others have not. Therein, is the challenge for the future. Hedley S. Dimock, in speaking to this issue, wrote:

"A 'professional' . . . will submit himself to the rigid discipline of straight thinking, to a constant search for new knowledge and better techniques that should be embodied in practice. In this quest for higher standards of workmanship, he will ally himself with other camp directors and personnel through camping associations or similar organizations. He will accept his share of collective responsibility to discover and disseminate knowledge through research and publications, to raise the standards of camping generally, and to interpret to the public the objectives and standards of the modern camp. He will work within the planning structure of the

community to make camping experience available for the larger number of persons who need this experience."⁴

Expanding One's Education

There are at least six areas of educational endeavor that will enable a camp director to gain more knowledge and keep current with developments in the field:

1. For camp directors, the American Camping Association offers a Basic Camp Director's Course, which is the best comprehensive introduction to the management of camps.
2. Both Christian Camping International and the American Camping Association offer a variety of workshops, courses, and conferences which will assist the camp director in areas in which he/she feels deficient and help him/her keep abreast of current practices. The annual conferences of the two organizations provide a wealth of such information. A variety of other organizations offer courses, workshops, and conferences that will benefit camp directors in certain areas. Many of these organizations are listed in the Appendix.
3. Participation in the accreditation process of the American Camping Association is one of the best educational tools available. The Basic Standards Course and a study of the book of standards⁵ is an ideal way to start. Of course, actual participation in the accreditation of one's camp is an exciting and grueling educational experience, well worth the time, effort, and money. Further, completion of the course for standards visitors and participating in accreditation visits to other camps is a way to expand one's horizons and understand the broader field of camping.
4. Participation in the Camp Director Certification process of the American Camping Association requires one to study and eventually to put into writing one's knowledge and philosophy. It is an experience that takes several years and its value goes far beyond being able to use the CCD of the Certified Camp Director after one's name.
5. Personal reading and study cannot be dismissed as any less important than the items listed above. The professional journals in the field should be read regularly, and journals in related fields should be perused as the occasion allows. The American Camping Association offers a catalog of publications in the field that is updated annually. One may be distant from conferences and workshops and able to only make them every several years, but books are as close as the bedside table.
6. Participation in a local section of Christian Camping International and the American Camping Association provides an opportunity to meet fellow camp

4. Dimock, Hedley S. *Administration of the Modern Camp*. New York, N.Y.: Association Press, 1948. p. 269.

5. American Camping Association. *Standards for Day and Resident Camps: the Accreditation Programs of The American Camping Association*. Martinsville, Ind.: American Camping Association, 1990.

directors and to develop relationships that will allow sharing and problem solving together.

All of the costs related to the above activities are business related and should be borne by the camp, where possible. However, where not borne by the camp, they may be itemized for tax purposes.

Finally, there is an opportunity for every camp director to add to the body of knowledge of the field of camping. One of the exciting aspects of the camping field is that there is an opportunity to experiment and explore more efficient ways of operating camps and developing new methods of helping people grow in the outdoors. As a camp director, you can be one who studies, experiments, documents, and adds to that body of knowledge. But whatever you do, may your work in the camping field aid not only those participants and staff in your program, but also insure that future generations will continue to benefit from this unique human experience.

Position Title: Counselor

Responsible to: Unit Director

Qualifications:

- At least nineteen years of age
- High school diploma required, one or more years of college preferred
- Experience as a camper or working with children as a leader or assistant leader
- Good physical health

Responsibilities:

1. Lives in the cabin with seven campers
2. Assumes responsibility for leadership and guidance to those campers in daily living, with special attention to:
 - personal hygiene and safety
 - camper participation in all-camp activities
 - camper participation in planning cabin activities
 - meals
3. Assumes responsibility for assisting as an activity specialist in archery
4. Assumes responsibility for interpreting the rules, policies, and traditions of the camp to the camper
5. Serves as a good example to campers in personal language, appearance, and health habits
6. Assumes responsibility for health and welfare of the campers entrusted to his/her charge

Position Title: Program Director**Responsible to: Camp Director****Qualifications:**

- At least twenty-one years of age, preferably at least twenty-five years of age
- At least two years of college; preferably a graduate
- Extensive experience as a group counselor or staff member in camp setting (Experience at programming in a camp setting preferred)
- Good physical health
- Emotionally mature and willing to accept responsibility
- Of good character
- Believes in the individual worth of the camper
- Able to work with a minimum of supervision

Responsibilities:

1. Assists the Camp Director in planning and carrying out pre-camp and in-service staff training
2. Responsible for all camp programs provided for the camper
3. Directly supervises and evaluates the unit counselors, nature specialist, arts and crafts specialist, aquatics specialist, equine specialist, and campcraft specialist
4. Assumes role of any of the staff positions mentioned in no. 3 if a specialist is unable to perform the duties
5. Maintains proper records as required by the Camp Director
6. Coordinates, with Assistant Director and Maintenance Supervisor, matters of interest in areas of overlapping responsibility while always seeking the best solution for campers and the camp
7. Reviews program budget and constantly searches for ways to increase services offered within budgetary constraints Is prepared to defend proposed programming budget changes.
8. Responsible for the health and welfare of campers

Position Title: Site Manager**Responsible to: Camp Director****Qualifications:**

- At least twenty-one years of age
- High school diploma required, with college or technical school work beyond high school preferred
- Knowledge of carpentry, plumbing, electrical, and general maintenance repairs
- Experience in supervising work of others
- Good physical health
- Ability to get along well with people

Responsibilities:

1. Oversees and maintains all properties according to annual work plans and schedules
2. Lives on and acts as site manager of camp property
3. Hires occasional helpers for projects and ongoing maintenance
4. Supervises any employee assigned to maintenance area of camp
5. Makes recommendations for budgeted repairs and maintenance during budget preparation period, outlining costs and detail
6. Recommends maintenance and improvements that are beyond budgeted amounts (develops cost figures and details)
7. Directs volunteer groups who come to camp for work weekends and projects
8. Sees that all major equipment and vehicles are maintained and housed appropriately
9. Orders maintenance supplies, and checks delivery, forwarding approved invoices to the Camp Director
10. Welcomes rental groups when asked by Camp Director and checks them out at time of departure — Checks facilities for damage or unusual disarray
11. Sees that all repair requests are completed or responded to within 48 hours of receipt
12. Responsible for the health and welfare of campers

Position Title: Food Service Supervisor

Responsible to: Camp Director

Qualifications:

- At least twenty-one years of age
- Experience and training in food service management Previous camp experience preferable
- Good general health
- Emotionally mature
- Of high moral character
- Enjoys working with children
- Able to manage and direct subordinates with little supervision

Responsibilities:

1. Supervises all kitchen activities. Enforces all health standards and regulations established by the Department of Health plus those deemed necessary by the Camp Director.
2. Supervises the serving of all meals
3. Plans all menus according to healthful nutrition standards two weeks in advance for checking by the Camp Director
4. Submits the food order purchase with the proposed menus
5. Provides for special food needs such as cookouts, snacks, and special events
6. Participates in the total camp program as long as primary duties are not neglected
7. Responsible for the health and welfare of campers

Working Conditions:

1. Hours of work to be determined by the responsibility requirements
2. Time off and free time to be arranged with the Camp Director

Governmental Resources

Appendix B

The following topics often arise in the operation of camps. In each case, the applicable federal, state, and local agencies most often related to the topic are indicated.

These tables are to serve as a general guide. In each case, it is important to check out the exact provisions of the regulation and its applicability through the appropriate agency or through a camping association.

Topic	Federal	State
Boat operator's license inspections licenses	Coast Guard (If on water under jurisdiction of USCG)	Department of Natural Resources
Building plumbing codes electrical inspections	—	State Building Commissioner
Child Labor regulations work permits	Department of Labor	Labor
Camper Assistance Funds	Department of HHS — (S)	Public Welfare
Employment Practices discrimination	Equal Employment Opportunity Commission	Civil Rights
Employment Services	Department of Labor — (S)	Labor, Employment Security
FICA (Social Security)	Department of HHS, Social Security Administration	Employment Security
Fire	—	Fire Marshall

Key:

- # Occasionally county/city ordinances may cover this area. It is best to check.
- (L) Indicates that program is implemented through local offices.
- (R) Indicates that the best source of information is the department's regional office.
- (S) Indicates that program is implemented through state offices.
- () Indicates alternate names used by some governmental units.

Local	Regulations	Services
#	—	Training programs for boat safety. Rescue services on federal waters. See ACA TIP No. 2.
Building (Engineer)	Permits to build new structures or remodel existing structures generally required locally. Certain specifications may have to be met in building or remodeling. There may be regulations for licensed electricians or plumbers in some locales.	—
#	Hours, wages, working conditions.	—
Public Welfare	—	Various programs provide fees for clients to attend camp (Title XX, ADC, etc.).
Human Rights Commission (Civil Rights)	Must not discriminate because of disability, race, color, religion, national origin, or sex. In some locales, includes sexual preference. See ACA TIP No. 8.	—
—	—	Lists job openings and persons with qualifications seeking employment.
—	Employers must withhold percentage of employees' wages and also pay percentage tax on wages.	—
Fire Departments	Inspections and certain protective equipment often required.	Inspections; advice.

Topic	Federal	State
Fish	Department of Interior, Fish and Wildlife Services	Natural Resources (Fish and Game)
Forestry	Department of Agriculture, Forest Service (R)	Natural Resources (Forestry)
Game	Department of Interior, Fish and Wildlife Services	Natural Resources (Fish and Game)
Handicapped	Department of Education, Office of Special Education and Rehabilitation Services	Rehabilitation Services
Health	Department of HHS, Center for Disease Control	Health (Environmental Resources, Environmental Health, Health and Sanitation, etc.)
Lands — Use of Parks	Department of Interior, National Park Service	Department of State Parks
Forests	Department of Agriculture, Forest Service	Department of Forestry (Natural Resources)
Other	Corps of Engineers	—
	Department of Interior, Bureau of Land Management	—
Loans	Small Business Administration (R)	—
Minimum Wage	Department of Labor, Labor, Wage and Hour Division	Labor

Local	Regulations	Service
—	Licenses to fish (S)	Advice on stocking waterways; resource persons.
—	—	Advice on reforesting lands; often seedlings available at low cost; resource persons.
—	Licenses to hunt or permits to keep "wild" animals/birds (S)	Advice on game management; resource persons.
—	If your camp receives federal funds, you must not discriminate against handicapped and must have some facilities accessible to handicapped.	Advice on facilities to accommodate the handicapped.
Health and Sanitation	All but four states* cover camps under this department.	Water testing; inspection (required in some states, voluntary in others); advice on food service; sanitation; health services; etc.
City/County Park Department	Applicable for use of land for trips or camp.	Visitor centers; park naturalists; campsites; campground sites; camp leases.
City/County Forest Preserves	Applicable for use of land for trips or camp.	Use permits for tripping, harvesting, permanent camps, overnight camping, in certain areas. Forest personnel excellent resource persons.
—	Applicable for use of land for trips or camp. Diversion of water from waterways under USCE jurisdiction requires permit.	Land adjoins water impoundments and provides overnight campsites or permanent camp locations in certain areas. Resource for development of dams, waterway diversion.
—	Applicable for use of land for trips or camp.	—
—	—	Low-cost loans to small for-profit businesses. Publications also available. See ACA TIP No. 1.
—	All employees of an organized camp or a religious/nonprofit educational conference center are exempt if open to the public and operating seven months or less a year. For exact wording of federal exemption see ACA TIP No. 7.	Publications; telephone advice without identifying your organization.

Topic	Federal	State
<i>(continued)</i>		
OSHA (Occupational Safety and Health Administration)	Department of Labor, OSHA	Labor, OSHA
Overtime	Department of Labor, Labor, Wage and Hour Division	Labor
Soil Conservation, Erosion	Department of Agriculture, Forest Service, Soil Conservation Services (L)	Natural Resources
Special Milk Program	Department of Agriculture, Food and Nutrition Service (R)	Education
Summer Feeding Program	Department of Agriculture, Food and Nutrition Service (R)	Education**
Surplus Commodities	Department of Agriculture (R)	Education — except Kansas
Taxes real estate	—	Revenue (Taxation, Assessor)

Local	Regulations	Services
	However, some states cover camps under their minimum wage law, and that law exceeds the federal exemption. Some states only exempt counselors/program staff, and others specify a minimum wage or percentage of minimum wage.	
—	Safety practices as they affect the employee in the camp work setting. Applies to all parts of work setting (ladders, hard hats, exits, floor surfaces, etc.). Requires poster in prominent place (GP0826-235) and on file a record of injuries/illnesses of employees which grew out of work conditions (OSHA) Nos. 100, 102).	Provide copy of regulations and copies of forms/posters.
See Minimum Wage	—	—
Soil Conservation District Office	—	Soil survey; water and soil conservation. Advice on use of land for recreation purposes.
—	Camp must be 501 (c) (3).	Offers reimbursement to camp for a portion of cost of each half pint of milk served campers under 18.
—	Camp must be 501 (c) (3).	Offers reimbursement to camp for meals served to eligible campers. Check current eligibility requirements.
—	Camp must be 501 (c) (3).	Various commodities (flour, rice, etc.) are available to camps at beginning of camp season. Items and quantity depend on local supplies.
#	State and local real estate taxes are usual. Some states provide exemption for certain non-profit groups.	—

Topic	Federal	State
Income	Internal Revenue Service	Revenue (Taxation, Assessor)
Sales	—	Revenue (Taxation)
Unemployment Compensation	Department of Labor	Labor, Employment Security
Vehicles registration licenses operator's licenses inspections	Department of Transportation (L)	Motor Vehicle Bureau
Water	Environmental Protection Agency	Health
Worker's Compensation	Department of Labor	Industrial Board (Labor)

Local	Regulations	Services
#	All camps must withhold federal/state/income taxes for employees and submit payment regularly. Individuals must file income tax returns. All corporations must file income tax returns, even if corporation is tax exempt.	—
#	Some states and/or local units have sales tax applicable to lodging and/or meals and/or items sold in camp.	—
—	Camps are exempt from paying Federal Unemployment Compensation taxes on employees who are full-time students. All camps must pay State Unemployment Compensation taxes unless specifically exempted by state law or if state follows federal law.	—
#	Regulations vary from state to state, and with type vehicle. Special operator's license required of drivers of vehicles carrying fifteen persons including driver. Check definition of commercial vehicle in your state.	—
Health or Sanitation	Clean Water Act; Safe Drinking Water Act; licenses for operators of water systems required; water tests are often required; sewer systems are regulated; public water sources.	Safe Drinking Water/Clean Water Acts. Telephone hotline is available to answer questions.
—	Insurance is required.	—

* Colorado and Michigan (Social Services). New Hampshire (Water Supply and Pollution) and New Mexico (Environmental Improvement Agency).

** Some states do not administer the program directly, and the Regional USDA, Food and Nutrition Service office works with camps in those states.

Organizational Resources

Appendix C

American Alliance for Health,
Physical Education, Recreation,
and Dance
1900 Association Drive
Reston, VA 22091
(journal, publications, conferences)

American Camping Association, Inc.
Bradford Woods
5000 State Road 67, North
Martinsville, IN 46151-7902
(Camping Magazine, catalog of publications, camp accreditation, site approval, camp director certification, conferences)

American Canoe Association
P.O. Box 1190
Newington, VA 22122
(journal, newsletter, books, maps, certification)

American Red Cross
17th and D Street, N.W.
Washington D.C. 20006
(certification, publications)

American Water Ski Association
P.O. Box 191
Winter Haven, FL 33880
(magazine, certification)

Association for Experiential
Education
University of Colorado Box 249
Boulder, CO 80309
(journal, conferences, publications)

Camp Horsemanship Association
P.O. Box 188
Lawrence, MI 49064
(certification)

Canadian Camping Association
Suite 2, 1806 Avenue Road
Toronto, Ontario, Canada M5M 3Z1
(journal, provincial conferences, accreditation)

Christian Camping International/USA
P.O. Box 646
Wheaton, IL 60189
(journal, newsletter, conferences, publications)

Council for National Cooperation in
Aquatics
901 West New York
Indianapolis, IN 46202
(journal, conferences, publications)

Environmental Protection Agency
Washington D.C. 20640
(President's Environmental Youth Awards)

Horsemanship Safety Association,
Inc.
517 Bear Road
Lake Placid, FL 33852
(publications, certification)

National Audubon Society
950 Third Avenue
New York, NY 10022
(magazine)

National Field Archery Association
31407 Outer I-10
Redlands, CA 92373
(awards, certification)

National Recreation and Parks
Association
3101 Park Center Drive
Alexandria, VA 22302
*(journal, conventions, publica-
tions)*

National Rifle Association of
America
1600 Rhode Island Avenue N.W.
Washington D.C. 20036
*(publications, marksmanship
programs, camp enrollment)*

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611
(publications)

National Sanitation Foundation
NSF Building
P.O. Box 1468
Ann Arbor, MI 48105
*(food service, swimming pool and
water system maintenance publica-
tions)*

National Wildlife Federation
1412 16th Street N.W.
Washington D.C. 20036
(magazines, publications)

President's Council on Physical
Fitness
Washington D.C. 20201
(awards)

Project Adventure
P.O. Box 100
Hamilton, MA 01936
*(publications, training, ropes
courses)*

These four agencies currently provide assistance to camps desiring international counselors for summer programs. For specific information, write directly to the agencies.

BUNACAMP
P.O. Box 49
South Britain, CT 06487
203/264-0901

Camp America
102 Greenwich Avenue
Greenwich, CT 06830
203/869-9090

International Camp Counselor
Exchange Program
38 West 88th Street
New York, NY 10025
212/787-7706

YMCA International Camp Counselor
Program
356 West 34th Street
New York, NY 10001
212/563-3341

Selected Resource List

Appendix E

The following list of resource books can be helpful in further study of areas covered in *Basic Camp Management*. A number of the books are out of print and so noted by an asterisk (*), but can often be found in libraries for reference purposes.

Administration

- American Camping Association. *Standards for Day and Resident Camps: The Accreditation Programs of the American Camping Association*. Martinsville, IN: American Camping Association, 1990.
- _____. *Standards Organizer*. Martinsville, IN: American Camping Association, 1990.
- _____. *Check List of Items to be Included in Camp Lease Agreement When Consulting an Attorney*. Camp Management TIP No. 4. Martinsville, IN: American Camping Association, 1976.
- _____. *Some Guidelines for Application of Federal Minimum Wage/Overtime Provisions of the Fair Labor Standards Act*. Camp Management TIP No. 7. Martinsville, IN: American Camping Association, 1982.
- _____. *Equal Employment Opportunity Regulations Affecting Employment Practices in Camps*. Camp Management TIP No. 8. Martinsville, IN: American Camping Association, n.d.
- _____. *Tax Credit Possible for Parents of Day Campers*. Camp Management TIP No. 12. Martinsville, IN: American Camping Association, 1988.
- Armstrong, Constance H. *Senior Adult Camping*. Martinsville, IN: American Camping Association, 1979.
- Ball, Armand and Ball, Beverly H. ed. *Business and Finance: A Resource Book for Camps*. Martinsville, IN: American Camping Association, 1986.
- _____. *Site and Facilities: A Resource Book for Camps*. Martinsville, IN: American Camping Association, 1987.
- Ball, Armand. *A Cost Study of Resident Camps, 1985*. Martinsville, IN: American Camping Association, 1985.*
- Brower, Marcy and Brower, Robert. *Group Experience: The Essence of Camping*. Martinsville, IN: American Camping Association, 1980.
- Burns, Gerald P. *Program of the Modern Camp*. New York, NY: Prentice-Hall, 1954.*
- Camp Fire, Inc. *Site Utilization: Management Resource Manual*. Kansas City, MO: Camp Fire, Inc., 1986.
- Carl, Angela R. *Child Abuse: What You Can Do About It*. Cincinnati, OH: Standard Publishing Company, 1985.
- Carlson, Reynold E. *The Values of Camping*. Martinsville, IN: American Camping Association, 1975.

- Coutellier, Connie. *Management of Risks and Emergencies*. Kansas City, MO: Camp Fire, Inc., 1983 (forthcoming new edition 1991).
- Cowle, Irving M. *Day Camping*. Minneapolis, MN: Burgess Publishing Company, 1964.*
- Doucette, Robert E. and Levine, Frank M. *Tuition Rate Setting for Organized Camps*. Martinsville, IN: American Camping Association, 1979.
- Duncan, William B. *Is Camp Administration a Profession?* Martinsville, IN: American Camping Association, 1981.
- Eells, Eleanor. *Eleanor Eells' History of Organized Camping: The First 100 Years*. Martinsville, IN: American Camping Association, 1986.
- Farley, Elizabeth, ed. *Perspectives on Camp Administration*. Martinsville, IN: American Camping Association, 1981.
- Gibson, Paul R. *Camping Intergrouping*. Martinsville, IN: American Camping Association, 1974.*
- Goodrich, Lois. *Decentralized Camping*. Martinsville, IN: American Camping Association, 1981.
- Hammerman, William H., ed. *Fifty Years of Resident Outdoor Education*. Martinsville, IN: American Camping Association, 1981.
- Herron, Douglas B. *Marketing Management for Social Service Agencies*. Columbus, OH: Association of Professional YMCA Directors, 1977.*
- Knapp, Clifford E. and Goodman, Joel. *Humanizing Environmental Education*. Martinsville, IN: American Camping Association, 1981* (new edition forthcoming).
- Knopka, Gisela. *Social Group Work: A Helping Process*. Englewood Cliffs, NJ: Prentice-Hall, 1963.
- Mitchell, Grace and Rhodes, Irwin. *Fundamentals of Day Camping*. Martinsville, IN: American Camping Association, 1982* (new edition forthcoming).
- Musselman, Virginia W. *Day Camp Program Book*. Chicago, IL: Follett Publishing Company, 1980.
- Project REACH. *Project REACH Series*. Lexington, KY: University of Kentucky, 1979.*
- Rodney, Lynn S. and Ford, Phyllis M. *Camp Administration*. Somerset, NJ: John Wylie, 1971.*
- Shopper, Moisy. *Interpreting Camp to Parents*. Martinsville, IN: American Camping Association, 1980.
- Slater, Tom. *Temporary Community: Camping for Urban Society*. Sutherland, Australia: Albatross Books, 1984.
- Smith, Maury. *Practical Guide to Value Clarification*. La Jolla, CA: University Associates, 1977.*
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- Wilkinson, Robert E. *Camps, Their Planning and Management*. St. Louis, MO: C. V. Mosby Company, 1981.*
- YMCA of the U.S.A. *The New YMCA Day Camp Manual*. Champaign, IL: Human Kinetics Publishers, Inc., 1989.

Aquatics

- American Camping Association. *U.S. Coast Guard Regulations on How Operator Licensing and Inspection Affect Camps*. Camp Management TIP No. 2. Martinsville, IN: American Camping Association, 1979.
- _____. *Longshoremen's and Harbor Workers' Compensation Act*. Camp Management TIP No. 11. Martinsville, IN: American Camping Association, 1980.
- American Red Cross. *American Red Cross Life Guard Supplement*. Washington D.C.: American Red Cross, 1988.
- _____. *Basic Water Safety*. Washington D.C.: American Red Cross, 1988.
- _____. *Canoeing and Kayaking*. Washington D.C.: American Red Cross, 1981.
- _____. *Emergency Water Safety*. Washington D.C.: American Red Cross, 1988.
- _____. *Life Guard Training*. Washington D.C.: American Red Cross, 1983.
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- Arnold, Lloyd C. and Freeman, Robert W. *Progressive Swimming and Springboard Diving Program*. New York, NY: Association Press, 1972.*
- Carter, Samuel. *How to Sail: A Beginner's Guide to Sailing and Outboard Motorboating*. New York, NY: Sentinel Books, 1967.*
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- Counselman, James E. *The Science of Swimming*. Englewood Cliffs, NJ: Prentice-Hall, 1968.
- Edwards, Fred. *Sailing as a Second Language*. Camden, ME: International Marine Publishing Company, 1988.
- Evans, Jay. *The Kayaking Book*. Brattleboro, VT: Stephen Greene Press, 1983.
- George, M. B. *Basic Sailing*. New York, NY: Hearst Marine Books, 1984.
- Gullion, Laurie. *Canoeing and Kayaking Instructor's Manual*. Newington, VA: American Canoe Association, 1987.
- Johnstone, Bruce. *Guide to Canoe Camping*. Martinsville, IN: American Camping Association, 1980.

- McNair, Robert E. et al. *Basic River Canoeing*. Martinsville, IN: American Camping Association, 1985.
- Narvey, Alex. *The Canadian Canoeing Companion*. Winnipeg, Manitoba, Canada: Thunder Englightening Press, 1989.
- North, Wheeler J. *Scuba Diving*. Racine, WI: Western Publishing Company, 1968.*
- Priest, Louise. *How Safe is Your Waterfront?* Camp Management TIP No. 14. American Camping Association. Indianapolis, IN: Council for National Cooperation in Aquatics, 1988.
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- Skinner, Rulon Dean. *Basic Canoeing Techniques*. Provo, UT: Brigham Young University Press, 1975.*
- Tritschler, Bud. *Getting Underway: An Explanation of How to Sail a Boat*. Alexandria, VA: International Marine Publishing Company, 1987.
- U.S.Coast Guard. *Checklist for Safe Boating*. Camp Management TIP No. 15, American Camping Association. Washington D.C.: U.S. Coast Guard.
- _____. *Precautions for Using Alcohol-Blended Gasoline in Boats*. Camp Management TIP No. 16, American Camping Association. Washington D.C.: U.S. Coast Guard.
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Arts and Crafts

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- Bale, Robert O. *Creative Nature Crafts*. Minneapolis, MN: Burgess Publishing Company, 1959.*
- Barnes, Charles and Blake, David P. *Creative Macrame Projects*. New York, NY: Dover Publications, 1976.*
- Bauzen, Peter and Suzanne. *Flower Pressing*. New York, NY: Sterling Publishing Company, 1976.
- Facklam, Margery and Phibbs, Patricia. *Corn-Husk Crafts*. New York, NY: Sterling Publishing Company, 1975.*
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- Howie, Olive. *Handy Crafts from Scraps*. Minneapolis, MN: T. S. Denison and Company, 1967.*

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- Leavitt, Jerome E. *Carpentry for Children*. New York, NY: Sterling Publishing Company, 1970.*
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- Phillips, Lois Brandt. *Wildlife Woodcraft*. Happy Camp, CA: Naturegraph Publishers, 1978.
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- White, A. V. *Weaving Is Fun*. New York, NY: Dover Publications, 1975
- Woodwork Step-by-Step*. New York, NY: Macmillan Publishers, 1976.*

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- Biehl, Bob and Engstrom, Ted W. *Increasing Your Boardroom Confidence*. Sisters, OR: Questar Publishers, Inc., 1988.
- Bradford, Leland P. *Making Meetings Work: A Guide for Leaders and Group Meetings*. La Jolla, CA: University Associates, 1976.
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- Henderson, Eva Lee. *Building Camps by Boards*. Wheaton, IL: Pioneer Ministries, 1985.
- O'Connell, Brian. *Effective Leadership of Voluntary Organizations*. New York, NY: Association Press, 1976.*
- Schindler-Rainman, Eva and Lippitt, Ronald. *The Volunteer Community*. La Jolla, CA: University Associates, 1975.*
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Outdoor Living Skills/Adventure Programming

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- _____. *Wilderness Gear You Can Make for Yourself*. New York, NY: Collier Books, 1973.*
- Barker, Harriett. *Supermarket Backpacker*. Chicago, IL: Contemporary Books, 1977.
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- Coutellier, Connie, ed. *The Outdoor Book*. Kansas City, MO: Camp Fire, Inc., 1980.
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- Ford, Phyllis. *Outdoor Living Skills Handbook — title to be announced*. Martinsville, IN: American Camping Association, 1991.
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- Summer, Louise. *Sew and Repair Your Outdoor Gear*. Seattle, WA: Mountaineers, 1988.
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- Brown, Robert E. and Mouser, G. W. *Techniques for Teaching Conservation Education*. Minneapolis, MN: Burgess Publishing Company, 1964.*
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- _____. *Investigating Nature through Outdoor Projects*. Harrisburg, PA: Stackpole Books, 1983.
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